

1921

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# Hope College Bulletin

**VOLUME 59**  
**NUMBER 4**

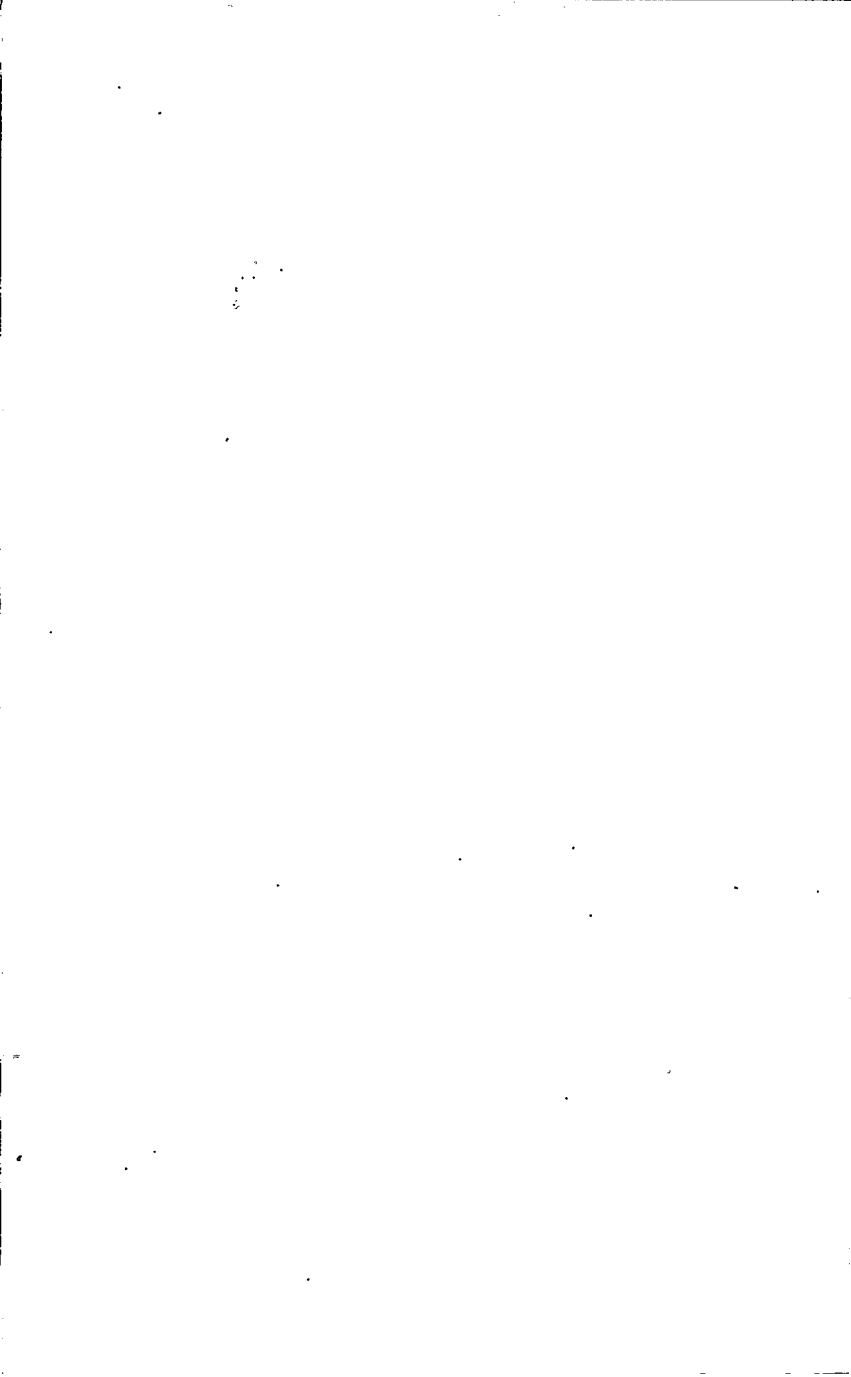
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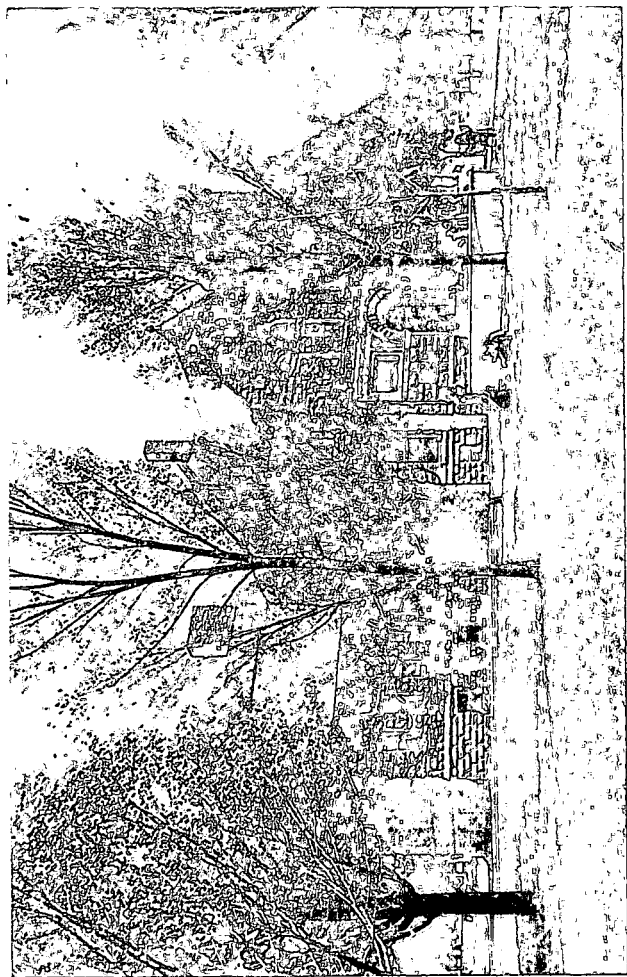


**1921-1922**

**Holland, Michigan**  
**February, 1922**







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# HOPE COLLEGE

*A College of the Reformed Church  
in America*

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*Founded as the PIONEER SCHOOL 1851  
Incorporated as HOPE COLLEGE 1866*

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YEAR BOOK 1921-1922  
INCLUDING  
ANOUNCEMENTS for 1922-1923

# *College Publications*

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Hope College Bulletin  
De Hope  
The Leader  
The Anchor

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*Holland, Michigan*

# **COLLEGE CALENDAR**

**1921-1922**

## **First Semester**

### **1921**

September 20—Registration, beginning at 9 A. M.

September 21—First Semester begins at 9 A. M.

November 24—Thanksgiving Recess.

December 21—Christmas Recess begins.

### **1922**

January 4—Christmas Recess ends.

January 26—Day of Prayer for Colleges.

February 3—First semester ends.

## **Second Semester**

February 6—Second Semester begins.

March 31-April 10—Spring Recess.

April 25—Meeting of Council.

May 8—Voorhees Day.

June 8-9—Examination of Senior and "A" Classes.

June 18—Baccalaureate Sermon.

June 19—Closing Exercises of the Preparatory School in Carnegie Gymnasium, 2 P. M.

June 20—Meeting of Council at 10 A. M.

June 20—Meeting of Alumni Association, 2 P. M.

June 21—Commencement Exercises in Carnegie Gymnasium,  
7:30 P. M.



**COLLEGE CALENDAR****1922-1923****First Semester****1922**

September 19—Registration, beginning at 9 A. M.

September 20—First Semester begins at 9 A. M.

November 30—Thanksgiving Recess.

December 20—Christmas Recess begins.

**1923**

January 3—Christmas Recess ends.

January 25—Day of Prayer for Colleges.

February 2—First semester ends.

**Second Semester**

February 5—Second Semester begins.

March 30-April 9—Spring Recess.

April 25—Meeting of Council.

May 8—Voorhees Day.

June 7-8—Examination of Senior and "A" Classes.

June 17—Baccalaureate Sermon.

June 18—Closing Exercises of the Preparatory School in Carnegie Gymnasium, 2 P. M.

June 19—Meeting of Council at 10 A. M.

June 19—Meeting of Alumni Association, 2 P. M.

June 20—Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.

## FOREWORD

A special value attaches to the small college that insures its permanence among the educational institutions of the land.

In this mention of the small college we do not mean one which by its limited endowment and meagre equipment and mediocre teaching force fails to commend itself to the prospective collegian, and remains small by the stress of unfortunate circumstances. We mean a college that does not aspire to do the work of a university, that is not ambitious to number its studentry by thousands, that sets its own bounds and limitations and places emphasis upon the quality rather than upon the quantity of the work it undertakes to do—a college that has a definite aim and purpose and adheres to it sacredly, no matter how alluring the present day temptations may be to broaden its scope and exploit the whole field of study and research.

There are such institutions, fortunately, and they will always be in demand. There are parents everywhere who will select such schools for their sons and daughters in preference to the popular educational centers; and what is more, there are men, not a few, occupying university chairs, who freely proclaim the advantages of the thoroging small college over the more pretentious state-supported institutions.

If the further claim can be made for the small college that it is not colorless so far as morality and religion are concerned, but that it is truly Christian in character, it commends itself still more strongly to thoughtful people. The misgivings sometimes felt by parents as they send their sons or daughters away to college will be greatly relieved, if these parents can be reasonably certain that the respect for the high and holy things of life which they have sought carefully to cultivate in their children at home, will not be ruthlessly blighted but tenderly fostered in the atmosphere of the college they attend.

Hope College is proud to belong to the type of institutions described. It is among the larger of the small, Christian colleges. With a comfortable endowment and liberal donations from

friends, it has been able to make its campus attractive, to keep its buildings and appliances up to date, and to select as members of its faculty men and women who are experts in their respective departments.

The courses of study outlined with a view to thoro preparation for the Bachelor of Arts degree and later professional studies are sufficiently flexible to attract students of varying tastes, and to be of value to such as may not complete their course.

Altho most of the denominational colleges of the state have been compelled to close the doors of their preparatory schools, Hope College, tho meeting the same competitions, has succeeded in maintaining its academic department in strength, and finds it a dependable feeder to the College.

While the buoyancy and hilarity and exuberance of youth find free expression on the campus and none need chafe under restraint, the students themselves frown upon such excesses as would disturb the peace or impair the good name of the institution. They have recently adopted the "honor system" as applied to examinations, and are confident that the principle involved will soon make itself felt in all the activities of college life.

A careful perusal of the pages of this year book is recommended and correspondence is invited.

# THE COUNCIL

Members of Council of Hope College with expiration dates.

## GENERAL SYNOD MEMBERS

Hon. G. J. Diekema, LL. D.....	Holland .....	1922
Mr. C. M. McLean.....	Holland .....	1922
Hon. A. LaHuis.....	Zeeland .....	1923
Rev. A. Vennema, D. D.....	Passaic, N. J.....	1923
Rev. John Lamar.....	Chicago, Ill. ....	1924
Rev. Isaac W. Gowen, D. D.....	Weehawken, N. J.....	1924
Rev. E. W. Thompson, D. D.....	New York City.....	1925
*Rev. Jas. F. Zwemer, D. D.....	Holland .....	1925
Mr. Herman Liesveld.....	Grand Rapids .....	1926

## CLASSIS OF CASCADES

Rev Henry K. Pasma.....	Lynden, Wash. ....	****
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## CLASSIS OF CHICAGO

Rev. M. E. Broekstra.....	Chicago, Ill. ....	1922
Rev. Jean A. Vis.....	Morrison, Ill. ....	1922

## CLASSIS OF DAKOTA

Rev. A. Rozendal.....	Grand View, N. D.....	1923
Mr. M. Rhynsbarger.....	Orange City, Iowa.....	1923

## CLASSIS OF GERMANIA

Rev. J. M. De Vries.....	Sibley, Iowa .....	1925
Rev. John Schaefer.....	Everly, Iowa .....	1925

## CLASSIS OF GRAND RIVER

Rev. N. Boer.....	Grand Rapids, Mich.....	1922
Rev. John Van Westenburg.....	Fremont, Mich. ....	1922

## CLASSIS OF HOLLAND

Rev. C. De Jonge, D. D.....	Zeeland, Mich. ....	1925
Rev. James Wayer.....	Holland .....	1925

## CLASSIS OF ILLINOIS

Mr. George Dalenberg.....	Chicago, Ill. ....	1922
Rev. R. Vandenberg.....	Chicago, Ill. ....	1922

## HOPE COLLEGE

## CLASSIS OF EAST SIOUX, IOWA

Rev. John Van der Beek.....	Alton, Iowa .....	1926
Rev. H. Vander Naald.....	Sheldon, Iowa .....	1926

## CLASSIS OF WEST SIOUX, IOWA

Rev. J. De Jonge.....	Edgerton, Minn. ....	1923
Rev. H. Colenbrander.....	Rock Valley, Iowa.....	1923

## CLASSIS OF MICHIGAN

John Vander Laan, M. D.....	Muskegon, Mich. ....	1922
Rev. C. Spaan.....	Grand Rapids, Mich.....	1923

## CLASSIS OF PELLA

Rev. H. M. Bruins.....	Pella, Iowa .....	1922
Rev. H. J. Pietenpol.....	Leighton, Iowa .....	1922

## CLASSIS OF PLEASANT PRAIRIE

Rev. W. T. Jannsen.....	Chapin, Iowa .....	1923
Rev. W. Denekas.....	Pekin, Ill. ....	1926

## CLASSIS OF WISCONSIN

Rev. H. Dykhuizen.....	Hingham, Wis. ....	1922
Rev. C. Kuiper.....	Cedar Grove, Wis.....	1922

\*Deceased.

\*\*\*\*Elected annually.

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Vice-President .....	Rev. John Lamar
Secretary.....	Hon. G. J. Diekema

## EXECUTIVE COMMITTEE

President E. D. Dimnent, Chairman	Rev. N. Boer
Rev. G. De Jonge, Secretary	Hon. G. J. Diekema
Mr. C. M. McLean	

## INVESTMENT COMMITTEE

President E. D. Dimnent	Hon. G. J. Diekema
Mr. C. M. McLean	

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REV. AME VENNEMA, D. D., *President Emeritus.*

EDWARD D. DIMNENT, *President, Litt. D., L. H. D., LL. D.,  
In Charge of Political Science, 1921-1922.  
Foundation of the Reformed Churches of Grand Rapids, Mich.*

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Professor of the English Language and Literature.*

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Professor of History.  
Foundation of the Collegiate Reformed Church of New York City*

ALBERT RAAP, A. M., *Educational Secretary.  
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*Professor of Chemistry.*

FRANK N. PATTERSON, Ph. D.  
*Professor of Biology.*

MRS. WINIFRED H. DURFEE, A. M.  
*Dean of Women.  
Instructor in French.*

BRUNO MEINECKE, A. M.  
*Rodman Professor of the Latin Language and Literature.*

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*Professor of Biblical Literature and Philosophy.*

ALBERT E. LAMPEN, A. M.  
*Professor of Mathematics.*

## HOPE COLLEGE

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*Professor of Education.*

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*Voorhees Professor of the Greek Language and Literature.*

REV. HENRY HOSPERS, D. D.  
*Instructor in the Dutch Language and Literature.*

MARTHA J. GIBSON, A. M.  
*Instructor in English.*

ROBERT G. EVANS, A. M.  
*Instructor in Physics.*

ANNE VISSCHER, A. B.  
*Instructor in English.*

HELEN M. BELL, A. B.  
*Instructor in English and History.*

JOHN L. SCHOUTEN  
*Professor of Physical Instruction.*

CLARENCE KLIES, A. B.  
*Instructor in Mathematics.*

CLARA E. YNTEMA, A. M.  
*Instructor in Latin.*

LAURA BOYD, A. M.  
*Instructor in French and German.*

MERLE PIPER, A. B.  
*Instructor in English.*

LOUISE M. BRUSSE, A. B.  
*Instructor in History.*

MARGUERITE A. MEYER, A. M.  
*Instructor in French*

MRS. EDITH WALVOORD  
*Matron.*

MAGDALENE M. DE PREE  
*Librarian.*

## STANDING COMMITTEES OF THE FACULTY

### Courses of Study

WICHERS, GODFREY, HINKAMP, MEINECKE, WELMERS

### Student Direction

WICHERS, DURFEE, WELMERS, BELL, GODFREY

### Public Programs

NYKERK, WINTER, BELL, KLIES, YNTEMA

### Commencement

WICHERS, NYKERK, LAMPEN, VISSCHER, GIBSON

### Press

WINTER, HINKAMP, EVANS

### Fellowships

GODFREY, WICHERS, MEINECKE, PATTERSON

### Library

NYKERK, RAAP, DE PREE

### Board of Athletic Control

WINTER, HINKAMP, SCHOUTEN

### Religious Activities

HINKAMP, DURFEE, WELMERS, BOYD

### Extension

NYKERK, WELMERS, LAMPEN, HINKAMP, KLIES

### Appointments

WINTER, GODFREY, DURFEE

### Social Activities

NYKERK, WICHERS, DURFEE

### Contests and Prizes

NYKERK, HINKAMP, WINTER, BELL, YNTEMA, VISSCHER, PIPER,  
LAMPEN, MEINECKE



## ADMISSION

Admission into the Freshman class may be obtained in any of the following ways:

1. By presentation of a certificate of full graduation from the Preparatory School of Hope College, or from other institutions of like character and grade.
2. By presenting a diploma from any high school accredited by the State Universities of the Eastern and Central States.
3. By examination upon the studies prerequisite to the course desired.

An examination will be offered only upon the basis of the accepted requirements of standard secondary schools.

Students may enter an advanced class either at the beginning of the college year or at other times, provided they offer not less than fifteen standard units of secondary work and sustain a satisfactory examination on the studies already covered by the class which they propose to enter. If students are received on condition, they may in certain cases be permitted to meet with the class, but all conditions must be removed before regular admission, and no classification will be allowed until all conditions are removed.

## RESOLUTIONS

### Relative to Honor Points and Honor Degrees

- A. In addition to the present method and standards of graduation each student shall be awarded HONOR POINTS for excellence, as follows:
  - a. For each subject taken in class in which a grade of 95% or more shall be earned Honor Points shall be awarded equal in number to 60% of the number of semester hours in the course.
  - b. For each subject taken in class in which a grade of 90% to 94% inclusive shall be earned Honor Points shall be

awarded to the number of 30% of the number of semester hours in the course.

**B. HONOR DEGREES shall be awarded as follows:**

- a. The Bachelor of Arts Degree SUMMA CUM LAUDE shall be awarded if the student attain an average standing of 96% or above and in addition obtain 60 or more Honor Points.
- b. The Bachelor of Arts Degree MAGNA CUM LAUDE shall be awarded if the student attain an average standing of 92½% to 95% inclusive and in addition obtain 60 or more Honor Points.
- c. The Bachelor of Arts Degree CUM LAUDE shall be awarded if the student attain an average standing of 90% to 92% inclusive and in addition 40 or more Honor Points.
- d. Provided, however, that in no case will Summa Cum Laude or Magna Cum Laude be granted if the student fall below 90% in any one course.

## Requirements for Graduation with the A. B. Degree

The degree of Bachelor of Arts is granted upon the completion of one hundred and thirty semester hours of work. The Semester hour is defined as one recitation of fifty minutes per week for one semester. Two laboratory hours are equivalent to one recitation period.

### Required of All Students

A Foreign Language .....	20	hours
Biblical Literature .....	6	"
History .....	4	"
English .....	6	"
Psychology .....	3	"
Evidences .....	3	"
Public Speaking .....	2	"
		44 hours

The student must select and complete one of the following groups. The figures refer to semester hours.

Classical		Latin	
Greek .....	20	Latin .....	20
Latin .....	20	A Modern Language .....	20
English .....	15	English .....	15
Mathematics .....	9	Mathematics .....	9
History .....	8	History .....	8
Biblical Literature .....	6	Biblical Literature .....	6
Public Speaking .....	4	Public Speaking .....	4
Pol. Science .....	4	Pol. Science .....	4
Psychology .....	3	Psychology .....	3
Ethics .....	3	Ethics .....	3
Evidences .....	3	Evidences .....	3
Elect .....	35	Elect .....	35
130		130	

English Modern Language		Science	
English .....	30	Chemistry or Biology .....	20
French .....	20	Biology or Chemistry .....	10
German or Spanish .....	20	French or German .....	20
History .....	8	Physics .....	10
Biblical Literature .....	6	Mathematics .....	9
Public Speaking .....	4	Biblical Literature .....	6
Pol. Science .....	4	English .....	6
Psychology .....	3	History .....	4
Evidences .....	3	Public Speaking .....	2
Elect .....	34	Psychology .....	3
		Evidences .....	3
		Elect .....	37
	130		130

History		Mathematics	
History .....	24	Mathematics .....	22
A Modern Language .....	20	Physics .....	10
English .....	15	English .....	15
Pol. Science .....	8	French or German .....	20
Philosophy .....	6	Chemistry or Biology .....	10
Biblical Literature .....	6	Biblical Literature .....	6
History of Education .....	6	History .....	4
Psychology .....	3	Public Speaking .....	2
Evidences .....	3	Psychology .....	3
Public Speaking .....	2	Evidences .....	3
Elect .....	37	Elect .....	32
	130		130

No degree will be granted until at least one year's resident work has been completed, and this resident year must precede immediately the granting of the degree, (except in the case of regular students who may be ill or otherwise incapacitated for Senior year work.)

In order that students preparing for medicine may fit themselves for the courses offered in the different medical schools, Dr. Godfrey has been appointed special advisor for pre-medical students.

## DETAIL OF COURSES

The courses given in the Year Book are those offered in 1921-1922. Any changes that may be made for the year 1922-1923 will be recorded in the August issue of the College Bulletin.

### DEPARTMENT OF BIBLICAL LITERATURE

In all courses given in this department, the genuinely historical character and divine origin and authority of the Bible are unquestioned. The literary value of the Biblical documents is incidentally pointed out. The object in view is to lead the student to a better understanding and appreciation of the Scriptures as the divine revelation of the righteous and loving will of God for men and of the only true way of salvation. The providence of God as evidenced in history is emphasized. The cultivation of devotional habits is enjoined. All students are urged to remember that the Bible is the source-book in all these courses, and that whatever textbooks are used are intended merely as supplemental to the Bible itself and explanatory of it.

We use the American Revised Version, Standard Edition. These courses are integral parts of every "Group of Studies" given at Hope College and credit is given for them on a par with all other courses. All students, including specials, are required to take them. The courses are given two hours per week for one semester. No course is scheduled for Seniors because they are required to take "Evidences of Christianity" as outlined under the head of the Department of Philosophy.

#### 1. Life and Times of Jesus.—Freshman Year.

This course begins with a study of the religious, social, and political conditions of Palestine in the time of Christ, and a consideration of other introductory matter related thereto. The Life of Christ is studied as found in the four Gospels of the New Testament. For convenience, A Harmony of the Gospels for Historical Study, by Stevens and Burton, is used. The textbook for this course is The Modern Student's Life of Christ by Rev. Philip Vollmer, Ph. D., D. D.

#### 2. The Acts and the General Epistles.—Sophomore Year.

The founding of the Christian Church is traced in the book of The Acts, and some of the problems of the early church, as they are presented in this book and in the General Epistles, are studied. The inspiration of apostolic example and the rich

presentation of practical truth are emphasized. The textbooks used are *The Acts* and *The General Epistles* by Rev. Charles R. Erdman, D. D.

**3. History of the Hebrews.—Junior Year.**

In this course the Old Testament history is rapidly reviewed and continued up to the destruction of Jerusalem by Rome in 70 A. D. This is accomplished by analyzing the lives of the successive great characters in Hebrew history, rather than by studying the chronological narrative of the nation as such. The textbook used is *Leaders of Israel* by Rev. Geo. L. Robinson, Ph. D., D. D.

## BIOLOGY

The biological laboratories are fully equipped with materials, apparatus and reagents to give all courses. There are 29 compound microscopes, a rotary microtome, two sliding microtomes, chemical balance, drying ovens, hot water baths, Lillie bath, electric incubator, autoclave, arnold, clinostat, kjeldahl apparatus, complete human skeleton, anatomical models. The plant room, aquaria and cage rooms furnish living material for study. The store room and museum contain useful material for the study of comparative anatomy. The dark room is equipped for photography and light reactions. The departmental library is provided with several hundred modern texts, reference books and journals. All courses are elective.

The following courses are given advanced credit in Rush Medical School and other University Medical Schools, where the courses correspond: Biology 3 equals 1½ Majors; Biology 10 equals 2 Majors; Biology 8 equals 1 Major.

**1. Morphology, Physiology and Ecology of Flowering Plants.**—Analysis of plants and their identification by use of key and flora; preparation of herbarium of twenty-five specimens. Gross and microscopic anatomy of plant tissues with the use of dissecting instruments and compound microscopes. Preparation of microscopic slides. Laboratory notebook with gross and microscopic anatomy plates and *Experimental Physiology of plants*. Second semester: Recitations, 2 hours; Laboratory, 4 hours.

**2. Invertebrate Zoology.**—Morphology, physiology and embryology of invertebrate types; practice in preparing and mounting tissues for microscopic study. Students are encouraged to do field work, to identify species and make collections. In addition to the gross dissection of the specimens, opportunity is given for preparing slides of the smaller organisms and selected tissues. Prerequisite to Biology, 4. First semester: Recitations, 3 hours; Laboratory, 4 hours.

3 (a). **General and Pathogenic Bacteriology.**—Morphology and Physiology of Protophyta and Protozoa; micro-biology of human and animal diseases, of water, soil, sewage, milk and dairy products. Chemical products of bacteria and chemical changes induced by bacteria; the relations of bacteria to fermentation and decay. Principles of pasteurization, sterilization and disinfection; their practical application. Bacteria and diseases. Immunity. Sources of infection and methods for prevention. Etiology of the principal infectious diseases. Some attention is given to the pathogenic protozoa. Text: Jordan's General Bacteriology. Second semester: Recitations, 3 hours.

3 (b). **A Laboratory Course in Pathogenic Bacteriology.**—This is the same course as given in the best medical schools. About forty pathogenic and non-pathogenic bacteria are studied; inoculations into all the ordinary media; permanent slides of each; technique for ordinary and gram staining for differentiating the capulated, flagellated and spore containing species, for hanging-drop preparations, for plating and fermentation tests, for precipitation and agglutination tests. Manual: Heineman's Laboratory Guide in Bacteriology. Second semester: Laboratory, 120 hours.

4 (a). **Vertebrate Zoology.**—Morphology, physiology, and embryology of vertebrate types. Outlines of the History of Biology. Introduction to the theory of evolution and other theories. Dissection of Skate or Dogfish, Frog, with demonstrations of the Turtle and Bird. Second Semester: Recitations, 2 hours; Laboratory, 4 hours.

4 (b). **Comparative Anatomy of Vertebrates.**—An advanced course for pre-medical students and those taking Course 8, in Vertebrate Embryology. It may be taken at the same time as 4 (a), and is a prerequisite to Course 8. A complete dissection of the Cat or Rabbit is required. Texts: Kingsley's Comparative Anatomy of Vertebrates; Harvard Outlines for Vertebrate Dissections; Davidson's Anatomy of the Cat; Bensley's, The Rabbit. Second Semester; Recitations, 1 hour; Laboratory, 2 hours.

5. **Cryptogamic Botany.**—Morphology, physiology and ecology of spore plants. A study of representative types of lower forms of plant life—algae, fungi, mosses, liverworts and ferns. Attention is given to the following topics: Development, reproduction, classification, cytology, Mendelism, evolution and variation in plants, as well as to fungous and bacterial diseases of plants, the relation of bacteria, yeasts and moulds to the soil, to decay and fermentation and to the industries. First semester in alternate years: Recitations, 2 hours; Laboratory, 4 hours.

**6. Human Anatomy, Physiology, Hygiene and Sanitation.**—An advanced course in human anatomy and physiology and the application of these principles to the laws of hygiene and sanitation. A study of personal, domestic and public conditions essential to health. Practical work in the laboratory in anatomy, physiology, histology and hygiene. Great emphasis is laid upon the study of the cell.

For those taking the pre-medical course especial work is offered in anatomy, histology and elementary chemical physiology. Recommended to Freshmen and Sophomores and should precede Courses 3, 4, 7, 8, 9 and 10. First semester: Annually: Recitations, 2 hours; Laboratory, 4 hours.

**7. Genetics.**—A study of the theories of Variation, Heredity and Mendelism, and their relation to animal breeding, and to Eugenics. A study of the principles of development and other biological theories.

This course is open to all students, but is not accepted as a required course in the Natural Science group, except when it is preceded by Courses 2 and 6, or 4 and 6, or 1 and 5. Second semester: 3 hours; no laboratory.

**8. Vertebrate Embryology.**—The lectures deal in a comparative way with the development of vertebrates. Especial emphasis is laid upon the study of the human embryo, chick and pig. The laboratory work consists of the technique of preparing, the study and sketching of permanent microscopic slides of the chick and pig embryos. Whole mounts and serial sections are prepared. Slides of the human embryo are studied and sketched. Texts: Bailey and Miller's Text Book of Embryology, Lillie's Embryology of the Chick and Pig. Second semester in alternate years. Recitations, 3 hours; Laboratory, 120 hours.

**9. Microscopic Anatomy.**—A practical course in the technique of preparing permanent slides of biological material. Selected material from plants or animals are prepared and studied and sketches made. Research methods are employed. Second semester: Laboratory only, 120 hours.

**10 (a.) Chemical Physiology.**—This course includes an advanced study, theoretical and practical, of fats, carbohydrates and proteids; of the digestive juices and digestion. Text: Mathew's Physiological Chemistry. First semester: Recitations, 2 hours; Laboratory, 120 hours.

**10 (b.) Chemical Physiology.**—This course includes the study of the blood, milk, bile, muscle, bone, nervous tissue, normal and pathological urine. The laboratory work includes the study of tissue preparations, blood and bile, also a complete



qualitative and quantitative analysis of urine is made upon high and low protein diet. A Kjeldahl determination of total nitrogen in urine is made and Folin's method for determining ammonia is applied. Second semester: Recitations, 2 hours; Laboratory, 120 hours.

11. **Advanced Physiology and Ecology of Flowering Plants.**—Ecology is treated from the morphological and physiological standpoints. Attention is called to the modifications which adapt plants to their environment. Laboratory work in experimental plant physiology; field work in ecology. First semester: Recitations, 2 hours; Laboratory, 4 hours.

12. **Bacteriology.**—A laboratory course dealing with the Bacteriological examination of water, milk and sewage. Second semester: 4 hours.

## CHEMISTRY

The courses in this department aim to give the student not only a knowledge of scientific methods, but also a cultural training. The lecture and recitation work is supplemented by a laboratory course which aims to give the student skill in manipulation and a familiarity with the methods of reaching scientific results. Individual work is required in the laboratory. The equipment of the inorganic, quantitative and organic laboratories is very complete.

1. **General Inorganic Chemistry.**—Classroom, three hours a week; Laboratory, four hours a week. First semester, Freshman year.

2. **General Inorganic Chemistry.**—(Continuation of Course 1). Classroom, three hours a week; Laboratory, four hours a week. Second semester, Freshman year.

1a. **General Inorganic Chemistry.**—For students who have had preparatory Chemistry. Prerequisites: one year of preparatory Chemistry and one year of preparatory Physics. First semester, Freshman year. Classroom, three hours a week; Laboratory, four hours a week.

2a. **General Inorganic Chemistry.**—(A continuation of Course 1a). Second semester, Freshman year. Classroom, three hours a week; Laboratory, four hours a week. The laboratory work during the last half of this course will consist of a study of the reactions of the various metals and their salts as presented in Baskerville and Curtman's Qualitative Analysis.

3. **Qualitative Analysis.**—Classroom, two hours; Laboratory, six hours. First semester, Sophomore year. This course includes a discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the law of mass action; basic and acid analysis of simple substances, and the systematic analysis of unknown compounds and complex mixtures.

6. **Quantitative Analysis.**—(Introductory Course). Classroom, one hour a week; Laboratory, six hours a week. Second semester, Sophomore year. Prerequisites: Courses 1, 2 and 3. This course includes: (a) Gravimetric Analysis. A study of the chemical balance, gravimetric methods of analysis, reactions, theories of analytical chemistry and stoichiometry duplicate determinations of iron in an iron wire, and silver and copper in a dime. (b) Volumetric Analysis. The calibration of two burettes and one pipette; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

4. **Organic Chemistry.**—Classroom, three hours a week; Laboratory, four hours a week. First semester, Junior year. This course includes a study of the marsh-gas series and the unsaturated compounds. The laboratory work deals with synthetical preparations.

5. **Organic Chemistry.**—(Continuation of Course 4). Classroom, three hours a week; Laboratory, four hours a week. Second semester, Junior year. A course dealing with the aromatic series of the hydro carbons and their synthetical preparation in the laboratory.

Courses 7 and 8 are open only to those who have done a high grade of work in the previous courses, and who are willing to render service as a laboratory instructor during their Junior and Senior years. The consent of the Head of the Department is to be secured before registering for either of these two courses.

7. **Quantitative Analysis.**—Laboratory, ten hours a week. First semester, Senior year. This course includes the duplicate analysis of barium chloride, zinc sulphate, dolomite and spathic iron ore and other special problems.

8. **Quantitative Analysis.**—Laboratory, ten hours a week. Second semester, Senior year. This course will be arranged to meet the needs of the individual student and may include:

- (a) Water Analysis.
- (b) Analysis of Soils.
- (c) Chemistry of Food.
- (d) Special Analysis.

9. **The Teaching of Chemistry.**—Through the recommendation of the Head of the Department, and with the approval of the Course Committee, a limited number of students who have done meritorious work may elect this course during their Junior or Senior years. The course offers practice teaching and experience in the care and management of a laboratory. Four or six hours service a week. One semester hour credit for two hours service, total credit not to exceed six semester hours under any circumstances.

## DUTCH

The study of the Dutch Language and Literature is of great value in itself, but especially for students who expect to labor among the people in our Dutch settlements. The language is used in many homes and also in the meetings of many of our Reformed churches, east and west.

Our aim is to enable the students to use the language correctly in speaking and writing, to acquaint them with the best literature written in the Dutch language, and with the history of the Netherlands.

The courses are open to all College students.

1. **Beginner's Course.**—Introductory exercises. Grammar and reading. Essays. Textbooks: Terwey's *Korte Nederlandsche Spraakkunst en Oefeningen*; J. P. De Keyser's *Een Bloemkrans* (selections). First semester.

2. **Grammar, Reading, and Composition.**—(Course 1 continued). Textbook added: Boswijk en Walstra's *Het Levende Woord*, 1. Second semester.

3. **History of the Netherlands.**—Textbook: Van Ripsen's *Geschiedenis des Vaderlands*. Essays on historical subjects. First semester.

4. **History of Dutch Literature.**—Textbook: J. Appeldoorn en Dr. W. F. Van Vliet's *Nederlandsche Letterkunde*. Supplemented by a course in reading of De Genestet and Staring. Essays on literary subjects. Book reviews. Reading in Vondel (*Lucifer*, *Leeuwendalers*), *Bilderdijsk* (*Elius en Ode aan Napoleon*), *Da Costa* (*Wachter en Vijfentwintig Jaren*). Writing of one or more orations. Second semester.

5. **Reading and Composition.**—Textbooks: Boswijk en Walstra's *Uit onze Beste Schrijvers*; Koenen's *Uit onzen Taalschat*, III. Essays and orations. First semester.

6. **Course 5 continued.** Supplemented by reading of Classics. Second semester.

## EDUCATION

The courses offered in this department are intended especially to prepare teachers for secondary schools. However, the work fits in conveniently with the courses offered in other departments of the college and will prove helpful to students who plan to enter the ministry or engage in social work. Special efforts are made by the Appointment Committee to secure positions for graduates who have shown special aptitude for teaching.

1. **Elementary Psychology.**—A course for students who intend to spend but a short time in the college department in preparation for teaching in the grades. Freshman. First semester. Five hours credit allowed for Freshmen. Three hours for others.

2. **General Psychology.**—(See Philosophy and Psychology). Prerequisite to all courses in Education. Three hours.

3. **Educational Psychology.**—A study of the psychological principles applied to the learning process. Special attention is given to experimental work in Education. Junior and Senior. Second semester. Three hours.

4. **Principles of Teaching.**—This course includes a study of the aims of Education and the principles applied in instruction, with special reference to methods of teaching in High Schools. Observation work and practice teaching is connected with this course. Senior. First semester. Three hours.

5. **History of Education.**—Ancient. Special attention is given to those historical agencies which have influenced the organization, method, content and results in the education of the various peoples. Junior and Senior. First semester. Three hours.

6. **History of Education.**—Medieval and Modern. A continuation of Course 5. Emphasis is given to the development of modern systems in the various countries and especially in the United States. Junior and Senior. Second semester. Three hours.

8. **Secondary School Problems.**—This course deals with the various High School activities and the problems the teacher meets, such as aims of secondary education, evaluation of subjects, classroom teaching, socialized recitation, student social activities, student government and the social demands upon a High School education. Senior. Second semester. Three hours.

9. **School Supervision and Administration.**—This course deals with educational aims and forms of control, maintenance and support, courses of study, school boards, types of buildings, textbooks, engaging teachers, efficiency in work, measurements of results, graduation, promotions. Junior and Senior. Second semester. Three hours.

10. **Social Aspects of Education.**—This course treats of the relations of the individual to society, to other socializing institutions and social aims and activities of the school. Senior. First semester. Two hours.

12. **Child Psychology.**—A study of children from the psychological and pedagogical point of view with special emphasis upon their power and abilities to learn in the various periods, including discussions of supernormal, normal and subnormal development. Senior. Second semester. Two hours.

13. **Practice Teaching.**—This work is done in the Preparatory Department under the direction of the Head of the Department of Education and the Head of the Department in which the teaching is done. Opportunities are also offered at various times to supply in the local public schools. Senior.

14. **Colonial Education.**—An advanced course for students capable of doing individual work in Early American Education. Senior. Second semester. Two hours.

15. **Class Room Management.**—This course deals with practical problems confronting the teacher in the class room. Special attention will be given to the different phases of the recitation, its machinery and process, with reference to the student as the object, and results attained. Three hours. Senior. Second semester.

Courses 2-6 inclusive are required in this department.

It is recommended that all students desiring to secure a State Teacher's Certificate complete Course 6 in Biological Department entitled, Sanitation and Hygiene.

#### Rules Governing Those Who Wish to Be Recommended for the State Teachers' Certificate.

1. Students are required to obtain twenty-two hours credit in education. Courses 2 and 3 are required, but Course 1 is not accepted.

2. A student must average 85 per cent throughout his college course. (Vote of the Faculty, November, 1912.)

3. A minimum of six weeks of observation work is required. This work may be done in the Preparatory School or the local High School. The minimum for teaching is nine weeks.

4. A thesis will be required from each applicant for this certificate.

5. Seniors must satisfy the Appointment Committee concerning their ability and fitness for teaching.

## ENGLISH

### 1. Rhetoric and American Literature.

(a) **Rhetoric.**—A comprehensive study of the basic principles of composition, with abundant practice in writing, especially in exposition and argumentation. First semester. Three hours.

(b) **American Literature.**—A study of the development of American literature from 1607 to 1840, accompanied with analysis of a variety of illustrative work and wide supplementary reading. First semester. Two hours.

### 2. Rhetoric and American Literature.

(a) **Rhetoric.**—Continuation of Course 1 (a). Emphasis on description and narration. Three hours. Second semester.

(b) **American Literature.**—Continuation of Course 1 (b). Covers the period from 1840 to the present time. Two hours. Second semester.

### 4. English Literature and Rhetoric.

(a) **Literature.**—A brief survey of the development of English literature from Anglo-Saxon times to the beginning of the Restoration. Reading lists and oral and written reports. First semester. Two hours.

(b) **Rhetoric.**—An investigation into the principles of rhetoric as revealed in the works of classical English authors. Description and narration. Themes and written reports. First semester. Three hours.

### 5. English Literature and Rhetoric.

(a) **Literature.**—Continuation of Course 4 (a). A brief survey of the history of English literature from the Restoration to the modern period. Second semester. Two hours.

(b) **Rhetoric.**—Continuation of Course 4 (b). Exposition and argumentation. Themes and class debates. Second semester. Three hours.

6. **The Lake School of English Poetry.**—Special reference to William Wordsworth. Four Hours.

8. **The Elizabethan Drama.**—Special reference to the plays of Shakespeare. Four hours. Second semester.

9. **Alfred Tennyson.**—Second semester. Four hours.

10. **Browning.**—Four hours. First semester.

11. **James Russell Lowell.**—We trust no apology is necessary for announcing a course in the study of one of America's chief poets and critics. The aim of the course is to inspire patriotic pride as well as to point out esthetic values. Four hours.

## FRENCH

Four years of French are offered with a view to obtaining a correct pronunciation, thoro knowledge of construction, and the ability to translate and appreciate the best French writers. A study is made of the leading movements in the history and development of French literature, and of the characteristic works of the principal authors. Composition, dictation, memorizing, and conversation in French are employed throughout the course.

1. **Beginners' Course.**—Grammar and composition exercises, oral drill, with careful attention to pronunciation according to the phonetic symbols. Five hours. First semester.

2. **Course 1 Continued,** leading to selected fiction and lyrics, principally from Daudet and Hugo, with exercises in conversation and composition based on the literature read. Second semester. Five hours.

## Second Year French

3. **The Drama of the Seventeenth Century.**—Corneille, Moliere, Racine. The reading in class and by individual assignments of the principal plays of these authors. Lectures on the development of the French drama. The influence of the Hotel Rambouillet. First semester. Five hours.

4. **The Prose of the Sixteenth and Seventeenth Centuries.**—A general survey of the periods and of the influence of the Renaissance and Reformation. Especial attention is given to Rabelais and Montaigne and their theories of education, to Ronsard and the Pleiade movement, and to the writings of Descartes, Pascal, Bossuet, La Rochefoucauld, La Bruyere and Fenelon. Second semester. Five hours.

## Third Year French

5. **The Eighteenth Century.**—Voltaire, Rousseau, Diderot and Beaumarchais. A study of the age called by the name of

Voltaire, with an endeavor to find in literature the forces that led up to the French Revolution. First semester. Five hours.

6. French Romanticism to French Realism.—A study of the writings of Lamartine, Musset, Vigny, Hugo, Balzac; Merimee, Zola. Lectures, outside reading and special reports. Second semester. Five hours.

### Fourth Year French

7. French Prose Fiction.—A critical study of the short story, illustrated by such writers as Coppee, Bazin, Merimee, Daudet and de Maupassant, to be followed by the analysis of several of the leading novels of modern French authors. Second semester.

8. The Modern Drama.—A critical study of the best plays produced for the French stage from the time of Augier and Dumas Fils down to Sardou, Hervieu and Rostand. First semester.

### GERMAN

The aim of the department is to give the student a thorough knowledge of the fundamental principles of the language, to get him interested in the German life, literature, and institutions, and to enable him to follow intelligently and take part in a recitation conducted in German. In order to anticipate the problems which confront the teacher of German, the Grammar work deals especially with matters of fundamental importance, and the knowledge gained is supplied at once in the reading, in the composition work and in the spoken word. To accomplish this end six years of German are offered.

1-4. Courses 1-4 are largely the same in substance as those offered under the same numbers in the catalog of the Preparatory School. They are, however, amplified to meet the needs of the more advanced students in the College. Courses 1-2 give the student an understanding of German syntax, a reading knowledge of easy German, and an extended vocabulary. Courses 3-4 include work in composition, oral and written; the reading of narrative prose with sight translation, and constant paraphrasing of sentences based upon the text.

5. General Reading Course.—This course deals with the nineteenth century literature, both prose and poetry. Such works as portions of Freytag's *Bilder aus der deutschen Vergangenheit* and Eichendorff's *Aus dem Leben eines Taugenichts* will be read. First semester. Five hours.

6. Heine.—A study of the poet, based on a reading of the *Harzreise* and portions of the *Gedichte*. This course is also di-



rected so as to give some appreciation of the German Volkslied. Second semester.

7. **The German Novel.**—Readings of selected works of Freytag, Scheffel, Keller, Sudermann or Spielhagen. Outside reading required. The lectures on this course will aim to present the genesis of this form of composition.

**Grillparzer.**—A study of the writer from the reading of some of his dramatic works and the novel *Der arme Spielmann*. There will also be some investigation of the Romantic School. First semester.

8. **An Introduction to Goethe.**—An endeavor will be made in this course to secure some appreciation of the greatest of German authors. Hermann and Dorothea, some portions of the *Dichtung und Wahrheit*, and some drama will be read. The lectures will take up the life of Goethe and a consideration of his work with reference to the German people. Second semester.

9. **Faust.**—A reading of Part 1 of the Faust together with some of the history of the genesis of the Faust story. Some portions of Part II will also be read if possible. Lectures on the subject, and papers required from members of the class. First semester.

10. **Lessing.**—A study of the writings of Lessing, based upon an outline of his chief works. Portions of the *Hamburgische Dramaturgie* and the *Laocoon* will be read.

**Schiller.**—A detailed study of the work of Schiller. Portions of Schiller's prose writings will be investigated, as will also the development of his dramatic works. Lectures and original papers. Second semester.

11. **The Drama of the Nineteenth Century.**—Readings from the plays of Suderman, Hauptmann, Hebbel, Fulda, etc. Discussion of literary tendencies as illustrated by the writers of *Das Junge Deutschland*. First semester.

12. **Middle High German.**—The reading of some portions of the *Nibelungen Lied*, Hartmann von Aue's *Der Arme Heinrich*, and some of the lyrics of Walter von der Vogelweide. Lectures upon the beginnings of the German epic and certain of the medieval legends. The principal peculiarities of the grammar of the Middle High German will be discussed with reference to their effect upon the language of the present day. Second semester.

## GREEK

1. **Historical Prose Writers.**—Xenophon, *Hellenica*, Books 1-4. Thucydides, selections. The style, method and aim of the

Greek historians are studied, together with a review of the important facts of Greek history. First semester. Five hours.

2. **The Greek Orators.**—Lysias Against the Grain Dealers, Against Diogeiton, For Mantitheus, Against Erastosthenes, On the Sacred Olive. Notes on the style of Lysias and its place in the development of Greek prose. Second semester. Five hours.

3. **Homer.**—Iliad, Books 1 to 4 inclusive; Odyssey, Books 5, 6, 9 and 10. The life and times of Homer, his place and influence. Notes on epic poetry. Second semester, 1921-1922. Five hours.

4. (a) **Lyric and Melic Poets.**—Selections. Notes on the history and development of Greek poetry. Second semester, 1920-1921 and alternate years. Five hours.

(b) **Comedy.**—Aristophanes' Clouds. Second semester, five weeks 1920-1921 and alternate years. Five hours.

5. **Tragedy.**—The Oedipus Myth; its treatment by Sophocles. Second semester 1921-1922 and alternate years. Five hours.

6. **Philosophy.**—Plato.—Not given 1921-1922.

7. **Demosthenes.**—The Phillipics and Olynthiacs. First semester 1922-1923 and alternate years. Five hours.

8. **The History of Greek Literature.**—Omitted 1921-1922.

9. **The Greek New Testament.**—This course is elective and open to all students of the College. The aim of this course is to offer to students who intend to pursue divinity studies, and to others who desire to read the Bible in its original forms, an opportunity to prepare themselves by a rapid and careful reading of the text for later exegetical studies. No exegesis is attempted since this is considered a graduate study. Second semester. Three hours.

10. **The Septuagint.**—Omitted 1921-1922.

11. **Ethics.**—Aristotle. Omitted 1921-1922.

## HISTORY

The following courses are planned to give the student an introduction to the large field of European and American history. They are intended to awaken the historical imagination and to impart that culture and information which are so useful in the student's later life of public service. Much emphasis is laid upon the rise and development of modern states, their institutions and their problems. The library and textbook methods are combined in all the courses.

1. **The History of Europe from the Reformation to 1815.**—The religious reformation, the Age of Louis XIV, and the French

Revolution. The lectures of the first few weeks are devoted to some preliminary problems, such as the Rise of the Church and the Papacy, the Holy Roman Empire, Feudalism, the Renaissance, etc. First semester. Four hours.

2. **The History of Europe Since the Vienna Congress (1815).**—The development of the modern states and their constitutions. Second semester. Four hours.

3. **The Political and Constitutional History of England.**—To the Puritan Revolution. The emphasis is placed upon the origin and the development of the Constitution. First semester. Four hours. Open to Juniors and Seniors and to others by permission. 1921-1922.

4. **The Political and Constitutional History of England.**—From the Puritan Revolution to the Great War. Second semester. Four hours. Juniors and Seniors. 1921-1922.

5. **History of American Diplomacy.**—A survey course covering the whole field. First semester. Four hours. Juniors and Seniors. 1922-1923.

6. **The Constitutional History of the United States.**—From the American Revolution to the Civil War. Second semester. Three hours. Juniors and Seniors. 1922-1923.

7. **The History of the United States Since the Civil War.**—Second semester. Three hours. 1922-1923.

8. **Lectures on Some Problems of Modern Times.**—Second semester. One hour.

## LATIN LANGUAGE AND LITERATURE

Students who wish to qualify properly as teachers of Latin and desire a special recommendation from the head of this department should plan to study three years of Latin in the College inclusive of the Teachers' Course. The following courses will be offered for the year 1921-1922:

1. **Cicero.**—*De Amicitia* or *De Senectute*.—Complete study of the life of Cicero. Written translations. Prose composition and syntax. Gildersleeve's Latin Composition. First semester. Freshman.

2. **Livy.**—Books XXI and XXII.—Careful study of the history of Rome during the Punic Wars. Study of the periods of Roman Literature. Frequent written translations from Latin into English. Prose composition and syntax. Gildersleeve's Grammar and Latin Composition. Second semester. Freshman.

3. **Horace—Odes and Epodes or Satires and Epistles**, with special reference to the *Ars Poetica*. Prose composition and syntax. Gildersleeve's Latin Composition. Sophomore. First semester.

4. **Tacitus—Germania or Agricola**.—History of Rome under the Empire. Prose composition and syntax. Gildersleeve's Latin Composition. Second semester. Elective.

5. **Roman Comedy—Plautus or Terence**.—Study of the development of the drama; the influence of Greek drama upon Rome. Latin comedy, Roman theater, and production of plays. Gildersleeve's Latin Composition. Second semester. Elective. Juniors and Seniors.

6. **Elegiac Poetry—Propertius**.—History of the Elegy. Gildersleeve's Latin Composition. Second semester. Elective. Juniors and Seniors.

7. **Roman Philosophy—Moral Essays of Seneca**.—Study of Roman philosophy with special reference to Stoicism. Assigned readings. Papers and discussions by the class. One hour a week will be devoted to a systematic study of Roman literature on the basis of Bender's Roman Literature. First semester. Elective.

8. **Roman Satire—Juvenal**.—Study of the history and development of Roman Satire. Social life of Rome under the Empire. One hour a week will be devoted to a special study of Roman public and private life. Second semester. Elective. Two hours.

9. **Teacher's Course**.—Careful study of the methods of teaching Latin. Lectures on the methods of criticising translations and on the fundamental principles of translation. Methods of teaching Latin Prose Composition. Attention is given to review of Latin Grammar and Syntax. Reports and discussions by the class. Required of all Juniors and Seniors who wish a recommendation as teacher of Latin. Second semester.

## MATHEMATICS

1. **Solid Geometry**.—Complete course, embracing planes, dihedral and polyhedral angles, polyhedrons, cylinders, cones, and the sphere. Much original note book work required on problems and theorems. Should be taken by all Freshmen who do not offer it as an entrance credit. Four hours a week. First semester. Also given second semester.

2. **College Algebra**.—The course gives a thoro review of elementary principles; a study of determinations, binomial theorem,

logarithms, progressions, series, and theory of equations. Graphical work emphasized. Four hours a week. First semester.

3. **Trigonometry.**—Plane and spherical. Prerequisites, Academic Algebra and Plane and Solid Geometry. Thoro study of Palmer and Leigh's text. Twelve weeks of Plane and six of Spherical. Emphasis on applications to Surveying, Navigation, and Astronomy. Five hours. Second semester.

4. **Analytical Geometry.**—Based on Rigg's text. Prerequisites, Courses 1, 2, and 3. A study of rectangular, oblique, and polar coordinates, loci and their equations of the straight line, circle, parabola, ellipse, and hyperbola, with a brief introduction to Solid Analytics and Higher Plane Curves. Five hours a week. First semester.

5. **Calculus—Differential.**—Based on Granville's text. Prerequisites, Courses 1, 2, 3, and 4. Fundamental principles developed by methods of rates and increments, infinitesimals, maxima and minima, Taylor's and Maclaurin's Formulas, Series, etc. Applications to Physics and Astronomy. Five hours. Second semester.

6. **Plane Surveying.**—A practical course designed to familiarize students with the ordinary operations of leveling and land surveying, use of tape, chain, level, and transit; plotting, field notes, and problems, etc. Two hours of class room work and two hours outdoor work per week. References, Barton's Plane Surveying and Johnson and Smith's Surveying. Geometry and Trigonometry are required. Three hours. Second semester.

7. **Astronomy.**—Descriptive. A non-mathematical course aiming to give a comprehensive knowledge of the general principles and theories of the heavenly bodies; their distances, motions and mutual relations; tides, eclipses, and a review of the modern doctrines of the universe in the light of modern astronomy. Open to Sophomores, Juniors and Seniors. Trigonometry is required. Two hours. Second semester.

8. **Calculus.—Integral.** Based on Granville's text. Continuation of Course 5. Expected of all students specializing in science and required of those majoring in Mathematics. Last few weeks spent on simple differential equations. Three hours. First semester.

## PHILOSOPHY

1. **General Psychology.**—Junior year. Three hours per week. First semester.

This course is chiefly concerned with normal, adult, human psychology, and is intended as a series of fundamental studies

preparatory to more advanced work in the main and subsidiary branches of this science. A brief series of lectures on the subject of the seat of consciousness is given in connection with the course. Such time as is available is devoted to simple experimentation and to supplemental reading from standard authorities.

2. **Ethics.**—Senior year. Three hours per week. First semester.

A general introductory course in the philosophy of the moral life. The more important historic theories of morality are analyzed, compared and criticized. The first half of the course deals with the study of the development and theory of morality and the second half is devoted to a consideration of the practical problems of personal and public morality. Supplemental reading from standard authorities is assigned as time allows.

3. **Problems of Philosophy.**—Senior year. Three hours per week. First semester.

This course is designed for beginners in the subject of pure philosophy and takes up such fundamental problems as the nature of the real, the one and the many, the soul and its connection with the body, cosmology, epistemology, morality and religion. That the human intellect is a blind alley and that life is a venture of faith are facts which this course is meant to emphasize.

4. **History of Philosophy.**—Second year. Three hours per week.

In this course the development of philosophic thought from ancient to modern times is studied, and an effort is made to familiarize the student with the more important philosophers and their theories of the universe.

5. **Evidences of Christianity.**—Senior year. Three hours per week. Second semester.

This course begins with a consideration of the Christian View of the World and its superiority to pantheism, materialism, agnosticism and evolution. The course continues with a study of Jesus Christ as the supreme evidence of Christianity, shown by the synoptic picture of Jesus and its meaning, and Christ as spiritual creator and practical idealist. The question of the historicity of the miracles of Christ is considered carefully, and, in order to show the general weakness of positions of doubt, the naturalistic explanations of the resurrection of Christ are analyzed and refuted in detail. The course closes with a study of the evidence of Christian experience and Christian history. The aim is to send out every senior fully convinced of the ability of

Christian claims to successfully stand the test of scientific investigation. While no effort is made to explain by logic and reason divine truths which transcend the powers of the human mind, yet an attempt is made to show how human objections, based on logic and reason can be adequately refuted by the same weapons.

## PHYSICS

The installation of the Physics department in its new and commodious quarters, together with carefully selected equipment, combine to assist the student in gaining a comprehensive knowledge, not only of the principles of physics and their application, but also the most approved methods of scientific research. Especial emphasis is laid upon the formation of habits of carefulness and exactness in work and interpretation of results which tend to the production of knowledge of value.

Courses 4-7 offer advanced work in Physics which is recommended to those who intend to teach Physics or to do advanced work.

1. **General Physics.**—Mechanics of Liquids and Solids, Molecular Physics, Sound and Heat. Lectures, recitations and laboratory work. Class room, three hours; laboratory, four hours. Prerequisite, entrance physics. Must be preceded or accompanied by Mathematics 1. First semester.

2. **General Physics.**—Magnetism, Electricity, Light. (Continuation of Course 1). Second semester. Recitation, three hours; laboratory, four hours.

3. **Normal Physics.**—Offered to a limited number of students who have completed courses 1 and 2 and who expect to teach. Repairing, caring for and constructing apparatus; illustrative experiments, practice teaching.

4. **Advanced Mechanics.**—Class room, two hours; laboratory, four hours. General physics prerequisite. First semester. Given alternate years.

5. **Theory of Heat.**—Alternate with Course 4.

6. **Advanced Electricity and Magnetism.**—Continuation of Course 4, second semester.

7. **Theory of Light.**—Alternate with Course 6.

## POLITICAL AND SOCIAL SCIENCE

A course is offered each year in Political and Social Science. The text work is supplemented with observational and investiga-

tive work with the idea of awakening the mind to the facts and problems of political, economic, and social life.

1. **Political Economy.**—Detailed reports on the financial, labor, grain, produce, and livestock markets; analysis of government, bank, fiduciary, and trade reports and statements; historical survey of the development of the idea of Value.

2. **Political Science.**—The history of the growth of states, with especial reference to the United States Constitution. Investigation of the development of the principles of International Law.

3. **International Law.**—An elementary study of the principles of international comity. (By arrangement).

4. **Social Science.**—Studies in the social group. An investigation of modern urban and rural conditions as they affect the body of the nation. Especial emphasis is laid upon the ethical aspect of social conditions. (By arrangement).

5. **City Government.**—A study in modern city government. The Aldermanic System; Commission Government; City Managers; Charters; Home Rule; the State and the City; Public Utilities and the City; Budgets and City Accounting. (By arrangement).

## PUBLIC SPEAKING

The courses in Public Speaking include the study of the speaking voice; the various requirements for proper conduct on the platform and in the pulpit; the laws and principles of enunciation, pronunciation, phrasing, emphasis, melody, tone color and cadence. A thoro drill is given in the difficult art of reading aloud both prose (including the Bible) and poetry. Speeches and orations are written and delivered by the students, which are subject to careful criticism by the instructors. The course also includes the dramatic presentation of carefully selected plays. Impromptu and extempore speaking are emphasized in the Senior year.

A four years' hour course is required from all Divinity and Latin students, while all other students are required to take the courses in the Freshman and Senior years. One credit per year is given.

Private lessons may be had at reasonable rates.



## THE PREPARATORY SCHOOL

The Preparatory School, operated in conjunction with Hope College, is the oldest educational institution in the county and city of Holland. Since 1851 it has carried on the work of a secondary school and has kept pace with the growth of the state, the nation and the church. It is not a parochial school. It is supported wholly by private funds but its aims are as broad as those of the best high schools in the land. It does not purpose to do all the different types of work which are carried on by our nation's high schools but its standards are those of the best schools in the courses which are offered.

Its primary aim is to prepare its students for a collegiate career. In many college circles it is noted that the diversified work of public secondary schools does not give either the basis or the ambition for the academic work of the colleges. The Preparatory School links the eighth grade directly with Freshman Year of the college by the stimulus of college surroundings, literary associations and pursuits, and the ideals of a later professional career. The scholarly instinct like all growths in life must have its proper environment and food; this it is the aim of The Preparatory School to supply.

The nation-wide movement for the establishment of continuation schools is most commendable. They provide for many young people a means of training which was unknown in many places formerly. The Preparatory School had this as one of its functions from its foundation. It is continuing the work now and shall continue to do so. But there is a larger field which it occupies at the same time. No matter how adequate to the general public life our national system may become there must perforce be a large group of young people of more mature years who, unable in their early youth to get the school training which they desired or, perhaps, neglected, finally determine to follow expert or professional vocations. They find it undesirable to work in conjunction with younger or less-experienced students or with those whose aims vary widely. They may be unusually gifted or far advanced in certain lines of work but deficient in others. They may find it necessary to engage in gainful work to assist themselves while they undergo the desired training in school. For many kindred reasons they realize the need of a school such as The Preparatory School. To all these without respect to creed or nationality or training the Preparatory School opens courses with the only requirement of high moral character and definite purpose. Sixteen units of work must be completed

before a diploma of graduation will be given and no certificates of any sort are given in lieu of the diploma. The usual statements will be sent to other schools if the student discontinues his work and enters another institution but accredited graduation requires sixteen secondary units.

The work is arranged according to the group system without electives within the group. It is felt that the average secondary student is not far enough advanced to enable him to choose his own studies under a complete or partial elective system. Constant guidance is offered in the selection of the group and the maintenance of a high grade of work. Every instructor is ready at all times to assist each student in school or personal difficulties. Independence of habits of study is fostered but at no time is the student left wholly to his own devices.

The social aspect of life for young people is given its full consideration but, on the other hand, the laxness of pursuit and the stress laid upon athletic and other external interests which are so common in some groups are eliminated as fully as possible. The School does not attempt to function for such as are incapable of good mental work or for those who have failed in other schools through neglect and have no purpose to accomplish results. Just as in H O P E C O L L E G E the aim is a purposeful training under the influence of Christian surroundings and with the open intent of character formation through the influence of these surroundings, so in the Preparatory School purpose and character are first and foremost in thought and function.

Details of the groups and requirements are given the following tables. Further information may be had by addressing or calling upon any of the officials or instructors of the School.

## ADMISSION

Pupils holding an "Eighth Grade Diploma" of an accredited public school will be admitted to the "D" class without examination; while applicants who do not have such certificate will be subject to a strict examination in the common school branches—Arithmetic, English, Grammar and Composition, United States History, Geography (not including Physical), Reading, and Orthography. The examinations will be graded according to the requirements of the aforesaid diploma.

In order to enter any Advanced Class it will be necessary for the applicant to pass an examination in the studies previously pursued by the class. If the applicant be received on condition, these conditions must be removed before regular admission. Applicants for admission will not find it possible to enter a class if they have not studied all the branches which the class has pursued.

## GRADES AND REPORTS

The minimum passing grade is 70 on a basis of 100. Three failures (designated by "F") in the required subjects in The Preparatory School automatically drop a student into the class below; students in the "D" class are suspended for the current year unless they wish to continue in studies as specials, or without credit. All conditions (designated by "C") must be made up by the end of the first week of the second semester immediately succeeding the semester in which the "C" was received; failure to comply with this rule automatically makes the "C" an "F," and subject to all the rules of failures regularly placed against a student's record.

A full statement of the student's record is mailed to his parents at the close of each semester.

## GRADUATION

A diploma of graduation is awarded upon the completion of sixteen units of work. The courses must be pursued as scheduled in the different groups. No diploma will be awarded for less than one year resident work immediately prior to the granting of the diploma.

## THE FACULTY

EDWARD D. DIMNENT, LITT. D., *President.*

WYNAND WICHERS, A. M., *Registrar,  
History.*

JOHN B. NYKERK, LITT. D.,  
*English Language and Literature*

FRANK N. PATTERSON, PH. D.,  
*Biology.*

MRS. WINIFRED H. DURFEE, A. M.,  
*Dean of Women.*

BRUNO MEINECKE, A. M.,  
*Latin Language and Literature.*

ALBERT E. LAMPEN, A. M.,  
*Mathematics.*

REV. PAUL E. HINKAMP, A. M.,  
*Bible.*

EGBERT WINTER, A. M.,  
*Education.*

REV. THOMAS E. WELMERS, A. M.,  
*Greek Language and Literature.*

ROBERT G. EVANS, A. M.,  
*Physics.*

MARTHA J. GIBSON, A. M.,  
*Instructor in English.*

ANNE VISSCHER, A. B.,  
*Instructor in English and French.*

HELEN M. BELL, A. B.,  
*Instructor in English and History.*

**HOPE COLLEGE**

**JOHN L. SCHOUTEN,**  
*Physical Education.*

**CLARENCE KLIES, A. B.,**  
*Instructor in Mathematics.*

**CLARA E. YNTEMA, A. M.,**  
*Instructor in Latin.*

**LAURA BOYD, A. M.,**  
*Instructor in French and German.*

**MERLE PIPER, A. B.,**  
*Instructor in English.*

**LOUISE M. BRUSSE, A. B.,**  
*Instructor in History.*

**MRS. EDITH WALVOORD,**  
*Matron.*

**MAGDALENE DE PREE,**  
*Librarian.*

## DETAIL OF COURSES

### BIBLICAL LITERATURE

The aim of instruction in the following courses is to give the student a better knowledge of the historical contents of the Bible, along with such information as to the social, political and religious conditions prevailing at the various periods as will lead to a more thorough understanding of the sacred narrative. The American Revised Version of the Bible, Standard Edition, is used as the source book and A Manual of Bible History, by Rev. Wm. G. Blaikie, D. D., LL. D., is used as a supplemental textbook throughout the four years.

All Preparatory students are required to take these courses one hour per week throughout each year:

1. **The Pentateuch.**—Manual, Chaps. 1-6—for "D" class.
2. **Joshua, Judges, Ruth, I and II Samuel.**—Manual, Chaps. 7-9—for "C" class.
3. **I and II Kings, I and II Chronicles, Ezra, Nehemiah, Esther.**—Manual, Chapters 10-13—for "B" class.
4. **Inter-testamental History of Palestine, Life of Christ, Apostolic History.**—Manual, Chapters, 14-16—for "A" class.

### BIOLOGY

A year of Biology is required of all Preparatory students and is given in the "C" year. Twelve weeks of five hours per week are devoted to each of the following subdivisions of Biology: (a) Physiology and Hygiene; (b) Zoology; (c) Botany.

**Biology 1**—Twelve weeks Elementary Physiology and Hygiene; six weeks Elementary Zoology. First semester. Three hours recitation, two hours laboratory.

**Biology 2**—Six weeks Elementary Zoology and twelve weeks Elementary Botany. Second semester. Three hours recitation, two hours laboratory.

### EDUCATION

1. **Elementary Psychology.**—Open also to Freshmen. First semester.

2. **Theory of Teaching.**—Methods of the recitation with special reference to elementary schools. The course of study for the schools of Michigan is discussed. Second semester.

3. **School Management.**—Such problems as care of the school, ventilation, grading, school program, and discipline are studied. Second semester.

4. **History of Education.**—An elementary course in the History of Education. A general survey is made of the whole field, with special emphasis on those institutions that have been most instrumental in bringing about the present systems of education. This course is open to Freshmen. First semester.

## ENGLISH

### First Year.

1. **First Semester**—Five hours per week. Four hours devoted to a thoro review of formal grammar as preparation for further work in English and in foreign languages; one hour given to study of such fundamental classics as are suited to the student's comprehension. Text in Grammar: Kittredge and Farley—Concise English Grammar. Text in Literature: Old Greek Folk Stories. Additional supplementary reading in standard classics.

2. **Second Semester**—A continuation of the first semester's work, the Grammar substituting for practical work in Rhetoric, and further study of literature. Texts: Wheeler's Graded Literary Readers No. 8. Eliot—The Mill on the Floss. Additional supplementary reading in standard classics.

### Second Year.

3. **First Semester.**—Five hours per week. Two hours devoted to study of rhetorical principles, with much practice in writing and speaking; three hours given to a systematic study of the more important figures in American Literature, with selected readings. Texts—Effective English, Junior, Claxton and McGinniss. Pace—American Literature with Readings. Additional supplementary reading of at least four books in the field of American Literature, each semester.

4. **Second Semester.**—A continuation of the first semester's work..

### Third Year

5. **First and Second Semester.**—Five hours per week. One hour devoted to Rhetoric, with practice in writing and speaking; four hours a week devoted to a systematic study of the chief figures in English Literature, with selected specimen readings and detailed reading of two classics a semester. Texts—Effec-

tive English—Claxton and McGinniss. English Literature with Readings—Pace. Reading in classics chosen from *Midsummer Night's Dream*; *Romeo and Juliet*; *Julius Caesar*; *Macbeth*; Wordsworth's poems; Lamb's Essays; Carlyle's Essays; Selections from *Early Ballads*; Poems of Burns and Scott. Supplementary reading of four books a semester, in addition.

6. Second Semester.—A continuation of the first semester's work.

### Fourth Year

7. First and Second Semesters.—Five hours a week, given to study of classics chosen from Milton's minor poems; Carlyle; Ruskin; *Sesame and Lilies*; Tennyson—*Idylls of the King*; Selections from *Spectator Papers*; Bacon's Essays; Spenser—*Faerie Queene*.

8. Second Semester.—A continuation of the first semester's work.

9. Oral English.—First semester. Five hours a week. A course designed to assist the student in giving efficient expression to the written thought of others and to his own ideas. Much training in enunciation and prepared and extempore speeches is given.

10. Grammar Reviews.—Second semester. Five hours a week. A course intended for the English group to provide linguistic drill as a substitute for Latin.

### FRENCH

The aim of the French courses in the Preparatory School is to give a good working knowledge of the language.

1. Beginner's Course.—A modified form of the Direct Method is employed. Careful attention is given to pronunciation by the phonetic system, and to conversation, and the memorizing of proverbs, short poems and prose selections. First semester.

2. A continuation of Course 1, with readings in easy French History. Second semester.

3. Review of pronouns and irregular verbs, weekly composition, reading of selected texts, with composition and oral exercises on the material that has been translated. First semester.

4. A continuation of Course 3, with especial attention to French idioms. Second semester.



## HOPE COLLEGE

## GERMAN

1. **Beginner's Course.**—The aim is to secure a good reading knowledge of easy German and the ability to turn simple English into German. Conversation is used wherever possible, but as a means, not as an end in itself. The memorizing of a number of the most famous German poems and songs is required. First semester.

2. This course is in the main a continuation of Course 1, but with the addition of some of the more common principles of syntax. Second semester.

3. **The Short Story.**—Storm, Von Hillern, Zschokke, Rosegger, Grammar and composition exercises with oral drill. First semester.

4. **An Introduction to the German Drama.**—Schiller, Lessing, Freytag. The reading of the principal plays by these authors. Continued composition. Second semester.

## GREEK

1. **Beginner's Course.** — Textbook: White's Beginner's Greek Book. Goodwin's Grammar. Methods of study, word lists and inflections. Translations, Greek-English, English-Greek. First semester.

2. **Completion of Course 1.**—Second semester.

3. **Xenophon.**—Anabasis, Books 1 and 2. Review and application of the principles of syntax and inflection. First semester.

4. **Completion of Course 3.** Anabasis, Books 3 and 4. Second semester.

## HISTORY

1. **The Oriental Nations and Greece.**—"D" class. First semester. Required of all.

2. **The History of Rome.**—"D" class. Second semester.

4. **The History of England.**—Elective. Both semesters. 1922-1923.

5. **Medieval European History.**—Elective. First semester. 1921-1922.

6. **Modern European History.**—Elective. Second semester. 1921-1922.

**7. American History and Civics.**

(a) **History.**—Three hours. Required of all. "B" class. First semester.

(b) **Civics.**—Two hours. Required of all. "B" class. First semester.

**8. American History and Civics.**

(a) **History.**—Three hours. Required of all. "B" class. Second semester.

(b) **Civics.**—Two hours. Required of all. "B" class. Second semester.

**LATIN**

1. **Beginner's Course.**—A standard beginner's book is used throught the year. Frequent reviews. *Fabulae Faciles*. Students especially deficient will receive individual attention. First semester.

2. **Continuation of Course 1.**—Second semester.

3. **Caesar's Gallic Wars.**—Books I-IV represent the requirement for the second year. Quality is in no way sacrificed for quantity. Composition once a week. First semester.

4. **Caesar's Gallic Wars.**—Continuation of Course 3. Second semester.

5. **Cicero.**—Selected orations or letters. Prose composition once a week. First semester.

6. **Cicero.**—Continuation of Course. Second semester.

7. **Virgil's Aeneid.**—Including a careful study of the dactylic hexameter. A portion of Ovid may be substituted. Frequent grammatical reviews based upon Bennett's Grammar. First semester.

8. **Virgil's Aeneid.**—Continuation of Course. Second semester.

**MATHEMATICS**

The preparatory courses in Mathematics embrace Algebra, Commercial Arithmetic, and Geometry. Three semesters of Algebra and two of Plane Geometry are required of all students expecting to graduate. Commercial Arithmetic and Solid Geometry are elective, but students expecting to enter college are advised to take Solid Geometry.

The aim of the courses will be, primarily, to acquire the thoroness and breadth of information needed for future study

of Mathematics, but, also, those wishing to enter more directly into some business or industry will receive the needed preparation.

1. **Algebra.**—Numbers; the simple operations; factoring; simple equations; fractions. First semester, "D" class.

2. **Algebra.**—Solution of linear systems; ratio and proportion; graphical solution of equations in one or two variables; evolution; exponents; radicals. Second semester, "D" class.

3. **Algebra.**—Roots, radicals, and exponents; quadratic equations and their theory; progressions and limits; binomial theorem; imaginaries. First semester, "C" class.

4. **Commercial Arithmetic.**—Review of arithmetic, including notation, metric system, fractions, ratio and proportion, divisors and multiples. Study of business forms, interest, stocks, bonds, discount, etc. Open to all students interested in course.

5. **Geometry.**—Plane. Rectilinear figures; the circle; proportion and similar polygons. First semester, "B" class.

6. **Geometry.**—Plane. Completed. Areas of polygons; regular polygons; measurements of circle. Second semester, "B" class.

7. **Geometry.**—Solid. Lines and planes in space; polyhedrons, cylinders and cones; spheres; figures of symmetry. First semester, "A" class.

8. **Reviews of Arithmetic and Algebra.**—This course is designed for those intending to teach. First semester, "A" class.

## PHYSICS

The course in Preparatory Physics is designed to give the student a degree of familiarity with the general principles of scientific investigation as well as an explanation of the various physical phenomena experienced in daily life. Laboratory experiments and the preparation of a notebook are included in the course.

1. **Practical Physics.**—Textbook: Black & Davis. Mechanics of solids and fluids, heat. Class room five hours, laboratory four hours. First semester.

2. **Continuation of Course 1.**—Magnetism, electricity, sound, light. Second semester.

## SCHOOL OF MUSIC

The courses in Music include Piano, Pipe Organ, Voice Culture, the Violin, Viola, and other stringed instruments. Besides the individual work suggested on other pages of this year book, there is opportunity afforded for ensemble work, including classes in Harmony, Composition, History, Theory, and Sight-singing.

Faculty and student recitals are given several times each year under the direction of the School of Music.

Studios for voice and piano practice are provided, and any desired number of hours may be arranged for at a merely nominal charge.

For cost of tuition and other expenses, application should be made to Prof. John B. Nykerk, Holland, Michigan.

## THE FACULTY

MR. OSCAR CRESS,  
*Piano and Harmony.*

MRS. GRACE DUDLEY FENTON,  
*Voice and Singing.*

MR. BRUNO MEINECKE, A. M.,  
*Violin.*

MR. JOHN B. NYKERK, LITT. D.,  
*Secretary.*

MRS. MARTHA ROBBINS,  
*Accompanist in Voice Department.*

MR. HAROLD TOWER, B. M.,  
*Pipe Organ and Harmony—Director of Glee Clubs.*

MISS SUSANNA HAMELINK,  
*Accompanist.*

MISS ETHELYN METZ,  
*Interpretation.*

GRACE MARGUERITE BROWNING STUDIO.

## PIANO

Mr. Cress is an exponent of the Leschetizky method, having been a pupil in the celebrated Leschetizky school in Vienna, Austria, where he studied for a time with Mme. Malwine Bree, the first assistant, afterwards becoming a personal pupil of the master, Theodore Leschetizky. While in Vienna, Mr. Cress studied harmony and counterpoint with Karl Pfleger.

Previously to going abroad, Mr. Cress had the benefit of years of study in his native land. He began his music work with Karl Andersch, who was a personal pupil of Leschetizky for years.

Mr. Cress is a graduate of the American Conservatory of Music, in Chicago, in piano, harmony, counterpoint, and composition departments. In the art of piano playing and interpretation, Mr. Cress won special distinction at his graduation recital, having been awarded the gold medal by the American Conservatory of Music for the playing of the Schumann Concerto in A minor, which was the competitive composition.

After returning from abroad Mr. Cress was made a member of the faculty of the Chicago Conservatory of Music, where he was at the head of the Leschetizky department. In addition to his teaching, Mr. Cress has an extensive repertoire for recital and concert work.

**First Year.**—Study of the different keys and their scales and chords. Position of the hand and fingers. Special five-finger exercises for relaxation and the development of independence of the fingers. Composers used: Presser's "First Steps in Piano Playing;" Czerny, "Recreations;" Bergmuller, Opus 100; Duvernoy, Opus 176.

Musical literature employed for the first grade includes a large list of instructive and interesting material by such composers as Lichner, Lange, Bachmann, Krogman, Brown, and numerous other writers.

**Second Year.**—Continuation of the study of major and minor scales and arpeggios in all keys. Special exercises in tone work. Syncopated pedaling. Composers: Heller, Opus 47; Duvernoy, Opus 120; Le Moine.

Musical literature used in this grade includes compositions by Beethoven, Mozart, Bohm, Lange, Merkel, Engelmann, Friml, and other contemporary writers.

**Third Year.**—Technical studies of greater difficulty. Broken chords. Octave work and such training as will promote handling of the works of the great masters. Studies used: Bach, "Two and Three Part Inventions;" Czerny, "School of Velocity,"

Opus 299, and Opus 636; Heller, Opus 45-46; Schytte, "Romantic Studies;" Low, Octave Studies. In this grade are used some of the easier sonatas of Beethoven, as well as many of the compositions of Schubert, Mendelssohn, Schumann, Chopin, Tschaikowsky. There is also a great wealth of attractive and instructive music from the modern school of composition—Lack, Godard, Chaminade, Grieg, Scharwenka, Moszkowski, Poldini, Nevin, and Thome.

**Fourth, or Last Year.**—Students in this grade will have reached a degree of proficiency enabling them to play many of the well known compositions of the great composers. The more difficult artistic studies are left for the most advanced student.

Studies used in grade 4: Bach, "Preludes and Fugus;" Kramer, Studies; Czerny, Opus 740; Heller Preludes, Opus 81; Chopin Preludes.

The choice of composition in this grade includes much of the classical music and wealth of beautiful modern compositions of Chopin, Liszt, Schumann, Grieg, Leschetizky, Moszkowski, Raff, Schubert, Rachmaninoff, Paderewski, and MacDowell.

## THE VOICE AND SINGING

Mrs. Fenton began her vocal training in Chicago with Noyes B. Minor. Later she studied with Karleton Hackett, the well known maestro and music critic on the Chicago Evening Post. She studied piano with Mrs. G. N. Murdaugh, and harmony with Adolph Weidig. After several years with Hackett, she, for three years, took charge of the vocal work in Illinois College, at Jacksonville, singing in church and concertizing meanwhile. After this she went to Germany and was coached by Mme. Galski, returning to teach in the American Conservatory, Chicago. After considerable experience in concert, oratorio, and recital work, she settled in Grand Rapids, Michigan, where, at her studio, many of the best professionals of Western Michigan were trained. Besides teaching Voice, Mrs. Fenton has had considerable success coaching in oratorio and opera.

Mrs. Fenton's instruction in Voice and Singing includes the following: Voice placement; breathing; tone production; interpretation; diction; study of the compositions of American, English, French, Russian, and Italian composers; oratorio and opera.

## VIOLIN

Professor Bruno Meinecke at six years of age began to study the violin under his father, who had been trained in Germany as a concert violinist by his grandfather, a pupil of

the great German violinist, Ludwig Spohr. At the age of twelve he appeared in concert at Detroit; later he studied with Henri Ern, the Swiss violinist.

As a concert violinist on lecture courses, Professor Meinecke has become known in Missouri, Kansas, Nebraska, and Michigan. He has taught violin in the Tennessee School of Music, Knoxville, Tenn.; the Ladies' Seminary Conservatory at Redwing, Minn., and in the Midland School of Music at Atchison, Kansas. Professor Meinecke is also an orchestra director of wide knowledge and experience.

**Second Year.**—Herman Violin School, Book I; Pleyel Duets; Kayser, Book I; Mazas Duets. Many easy solo pieces and small works in the first position.

**Second Year.**—Herman Violin School, Book II; Kayser, Books II and III; Mazas Duets; Technical Studies; Easy Concertos by De Beriot, Dancla, and standard composers.

**Third Year.**—Kreutzer; Technical Studies; Mazas Duets; Concertos by De Beriot, Viotti, Rode, and others; Mozart and Haydn Sonatas.

**Fourth Year.**—Technical Studies; Sonatas; Elegies; Romances; Concertos and Works of Mendelssohn; Brahms, Spohr, Beethoven, Paganini, etc.

## PIPE ORGAN, HARMONY, CHORUS

Harold Tower, teacher of Pipe Organ and Harmony, and director of the College Women's Glee Club and the Men's Glee Club this year, received the degree of Bachelor of Music at the Oberlin Conservatory, Oberlin, Ohio. After four years as organist at St. Paul's Episcopal Church, Minneapolis, Minnesota, he accepted the duties as organist and choirmaster at St. Mark's Pro-Cathedral, Grand Rapids. He is the conductor of the St. Cecilia Women's Chorus, and has been five years accompanist for the Schubert Male Chorus, both of Grand Rapids, Michigan.

## COLLEGE ROLL

## Senior Class

Beuker, Herman .....	Grand Rapids
Blocker, Richard Jacob .....	Holland
Bolks, Stanley .....	Hamilton
Burggraaff, Winfield .....	Decatur
Dalenberg, Lina .....	Chicago, Ill.
De Cook, Anna Pearl .....	De Motte, Ind.
De Haan, John Martin .....	Zeeland
De Jong, Garrett Edward .....	Orange City, Iowa
De Vries, Peter Hugh .....	Archbold, Ohio
De Young, Ward Adrian .....	Chicago, Ill.
Engelsman, Anthony .....	Holland
Flikkema, John Mino .....	Morrison, Ill.
Gaikema, Everett William .....	Grand Rapids
Gunneman, Frieda Henrietta .....	Coopersville
Habink, Dena Bertha .....	Clymer, N. Y.
Hager, Richard John .....	Paterson, N. J.
Hamburg, Lawrence .....	Holland
Hamelink, Marinus .....	Holland
Hamelink, Susanna .....	Holland
Harsevoort, Henry J. ....	Holland
Heitland, Freda .....	Buffalo Center, Iowa
Hoffman, Justin Harvey .....	Hamilton
Kamps, Jacob R. ....	Zeeland
Kingma, Albert .....	Lansing, Ill.
Kleinheksel, James Harvey .....	Holland
Kloote, Leona .....	Grand Rapids
Laman, Benjamin .....	Holland
McKelvie, Florence Ansley .....	Interlaken, N. Y.
Meengs, Anthony Zenas .....	Holland
Mersen, Grace .....	Holland
Oosting, Edna Elizabeth .....	Holland
Pennings, Bert Henry .....	Orange City, Iowa
Rank, Marjorie Joan .....	Holland
Rynbrandt, Abraham .....	Jamestown
Schepel, Jacob .....	Inwood, Iowa
Schipper, Stanley Dwight .....	Holland
Schnooberger, Wilamena .....	So. Haven
Scholten, Mamie Henrietta .....	Inwood, Iowa
Schuurmans, Meinte .....	Manhattan, Mont.
Smith, Helen Elizabeth .....	Grand Rapids
Steggerda, Morris .....	Holland



## HOPE COLLEGE

Tanis, Edward Hubert .....	Hamilton
Trompen, Paul Ernest .....	Chicago, Ill.
Vander Ploeg, John Bert .....	Holland
Vande Wall, Agnes .....	Cedar Grove, Wis.
Van Donselaar, Margaret .....	Holland
Van Dyke, Lillian Christine .....	Holland
Van Oostenburg, Matthew William .....	Grand Rapids
Van Putten, Henrietta .....	Holland
Van Putten, James Dyke .....	Grand Rapids
Van Zee, Marguerite Amelia .....	Kalamazoo
Visscher, Maurice Bolks .....	Holland
Wassenaar, Gerrit Henry .....	Holland
White, Fern .....	Holland
Wierda, Jake Luidens .....	Holland

## Juniors

Achterhof, Marvin .....	Zeeland
Althuis, Gertrude Fabera .....	Holland
Althuis, Henrietta Winifred .....	Holland
Arnoys, Marinus .....	Holland
Baker, Tunis .....	Clifton, N. J.
Bakker, Cornelius Nicholas .....	Cincinnati, Ohio
Baar, Arnold Henry .....	Saugatuck
Bolks, Alfred .....	Hamilton
Boonstra, Frank Maurice .....	Zeeland
Borgman, Irvin .....	Kalamazoo
Bouma, Janet Wilhelmine .....	Muskegon
Broekema, Ruth .....	Greenville
Brower, Alice Mae .....	Hamilton
Brower, Bert .....	Hamilton
Caldwell, Nita Pearl .....	Grandville
Coburn, Herman Lloyd .....	Zeeland
Decker, Henry William .....	Rock Rapids, Iowa
De Jonge, Helen Barbara .....	Grand Rapids
De Pree, Lynn Julius .....	Zeeland
De Rulter, William .....	So. Holland, Ill.
De Vries, Jerry, Jr. ....	Chicago, Ill.
De Vries, Myrtle Edna .....	Zeeland
De Vries, Thomas .....	Holland
De Young, Jeannette Anne .....	Chicago Heights, Ill.
De Young, Magdalene .....	Grand Rapids
De Young, Swantina Jane .....	Chicago, Ill.
Elbers, John William .....	Coopersville
Gardei, Ruth Joan .....	Holland
Gebhard, Rachel Haswell .....	Mt. Vernon, N. Y.
Gezon, Elizabeth .....	Grand Rapids

# HOPE COLLEGE

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Hoffman, Jeannette Ellen .....	Holland
Japinga, Dick .....	Holland
Joldersma, William .....	Holland
Kots, George Theodore .....	Matlock, Iowa
Kramer, Gerrit .....	Holland
Kuyper, Everdene .....	Cedar Grove, Wis.
Laman, Claus .....	Holland
Leenhouts, Ethel M. ....	Zeeland
Louwsma, Henry .....	Zeeland
Luidens, Henry .....	Holland
Lubbers, Raymond Cornelius .....	Sioux Center, Iowa
McBride, Maxine Emily .....	Holland
Mentink, Benjamin William .....	Cedar Grove, Wis.
Mentink, Herbert Gerrit .....	Cedar Grove, Wis.
Mersen, Marion Elizabeth .....	Holland
Meyer, Wilma Gertrude .....	Holland
Mills, Frances Helen .....	Holland
Moser, Helen Johanna .....	Holland
Mulder, Arthur George .....	Spring Lake
Neckers, James Winfred .....	Clymer, N. Y.
Pellegroni, Ruth .....	Grand Haven
Robbert, John .....	Holland
Roos, Arthur Cornelius .....	Holland
Ruisaard, John Jr. ....	De Motte, Ind.
Scherpenisse, Isaac .....	Grand Rapids
Schmalfeld, Marguerite Theresa .....	Holland
Spies, Grace Margaret .....	Valley Springs, S. D.
Stapelkamp, Judson William .....	Holland
Temple, Mildred .....	Harrisville, N. Y.
Te Paske, Leo Henry .....	Orange City, Iowa
Timmer, Albert Herman .....	Holland
Tritenbach, Theodore George .....	New Brunswick, N. J.
Tyner, Edythe Labelle .....	Holland
Vanden Bosch, Ernest Dewey .....	Grand Haven
Vander Ploeg, Harold Albert .....	Fenton, Ill.
Vander Spek, Johanna .....	Lyndhurst, N. J.
Vander Werf, Lucille Winifred .....	Friesland, Wis.
Van Tol, Cornelius .....	Paterson, N. J.
Van Zanten, Charles .....	So. Holland, Ill.
Vaupell, Edward Delbert .....	Holland
Vruwink, James Harry .....	Cedar Grove, Wis.
Wassenaar, Kathryn Irma .....	Holland
Wierenga, Bert .....	Fulton, Ill.
Wong, Kon Kah .....	Canton, China
Wright, Claribel .....	Holland
Zoerner, William August .....	Grand Rapids
Zuidema, Margaret .....	Holland
Zwemer, Raymond Lull .....	Holland

## Sophomores

Adams, Virginia Evelyn .....	Holland
Belt, Julian George .....	Holland
Beltman, John Henry .....	Orange City, Iowa
Benson, Emily Jane .....	Fennville
Bloemendal, Willard Bernard .....	Holland
Boer, Mary Eleanor .....	Grand Rapids
Boland, Clarice Evelyn .....	Orange City, Iowa
Boone, Garret John .....	Holland
Bosch, Colombe .....	Holland
Brandt, Leroy Charles .....	Schenectady, N. Y.
Brower, Frances Grace .....	Holland
Brusse, Lester William .....	Holland
Cheff, Stanley .....	Holland
Cupery, Martin Eli .....	Friesland, Wis.
Damstra, Harold James .....	Holland
Davis, Roscoe Valentine .....	Holland
De Boom, Adrian Jr. ....	Archer, Iowa
De Goede, Anna .....	Holland
De Graff, Daniel William .....	Rochester, N. Y.
De Jonge, Mabel Joanne .....	Zeeland
De Maagd, John .....	Coopersville
De Moor, Leonard .....	Kalamazoo
Den Herder, Nella C. ....	Zeeland
De Pree, Kenneth Verne .....	Zeeland
De Vries, Antoinette .....	Holland
De Weerd, Harvey .....	Holland
Doeksen, Arie .....	Hull, Iowa
Dubbink, Theodore .....	Holland
Du Mez, Theodore Eugene .....	Holland
Dykstra, Harry Ben .....	Riverside, Ill.
Fell, Ranald Hoyt .....	Holland
Fisher, Mildred .....	Holland
Heemstra, Simon C. ....	Monroe, S. D.
Hidding, Henry .....	Holland
Hoffs, Marinus Adrian .....	Hospers, Iowa
Hopkins, Raymond John .....	Holland
Kamps, Katherine Helene .....	Holland
Kempers, Bert .....	Sioux Center, Iowa
Klaasen, Marion .....	Holland
Kole, Nelle .....	Fremont
Korver, Henry G. ....	Alton, Iowa
Kruffy, Marie .....	Chicago, Ill.
Laug, Ruth .....	Coopersville
Lawrence, Ella Mae .....	Holland
Lenington, Robert Edwin .....	New York City
Lordahl, Carl Andrew .....	Holland

# HOPE COLLEGE

55

Lubben, Hazel Marguerite .....	Coopersville
Lubbers, Clarence Ralph .....	Sioux Center, Iowa
Markham, Marie Ann .....	Holland
Melpolder, Cynthia .....	Springfield, Mass.
Miller, Ruth Genevieve .....	Holland
Ming, Esther .....	Holland
Moody, Nina .....	Holland
Mouw, Harry .....	Holland
Muller, Martha .....	Holland
Newland, Ethel Maude .....	Kalamazoo
Ossewaarde, Cornelia Theodora .....	Holland
Osterhof, Arthur Livingston .....	Thayer, Ind.
Paalman, Pearl Emma .....	Grand Rapids
Prins, Jacob .....	Fulton, Ill.
Pruim, Isla Gladys .....	Zeeland
Roos, Dora Jeanette .....	Holland
Roosenraad, Criton Henry .....	Zeeland
Roseboom, Minnie Johanna .....	Sioux Center, Iowa
Schut, Gerrit John .....	Sioux Center, Iowa
Ten Hoor, George .....	Holland
Tien, John .....	Holland
Top, Jeannette Jacoba .....	Grand Rapids
Trompen, Margaret Evelyn .....	Grand Rapids
Vande Luyster, Nelson .....	Zeeland
Van Dyke, Ruth Mabel .....	Holland
Van Dyke, Russell Henry .....	Zeeland
Van Eenenam, Gordon Floyd .....	Zeeland
Van Farowe, Richard John .....	Zeeland
Van Kersen, Helene Mildred .....	Holland
Van Lente, Fred Harry .....	Holland
Van't Hof, William .....	Alton, Iowa
Veneklasen, Oliver Earl .....	Zeeland
Vermeulen, John Weston .....	Waupun, Wis.
Visscher, Mary Louise .....	Holland
Whelan, Raymond .....	Holland
Wierks, Harold William .....	Hospers, Iowa
Wright, Bernice .....	Holland
Wygarden, Anne .....	Zeeland
Zwemer, Winifred Maude .....	Holland

## Freshmen

Albers, Janet Dorothy .....	Holland
Barkel, Harvey .....	Holland
Barkema, Martha .....	Holland
Bekman, Stanley K. ....	Orange City, Iowa
Boer, Dennis Melbourne .....	Zeeland

Blocker, Agnes .....	Holland
Boone, Amy .....	Zeeland
Borgman, Adelaide Jane .....	Holland
Brinks, Alta .....	South Haven
Bulkema, Agnes .....	Grand Rapids
Buss, Effie Margaret .....	Marion, S. D.
Bussies, Justin Lloyd .....	Holland
Caldwell, Alice Elizabeth .....	Grandville
Chen, Rosalind C. T. ....	Amoy, China
Collins, Mary Priscilla .....	Marlinton, W. Va.
De Bruine, Harvey .....	Cedar Grove, Wis.
De Fouw, Gertrude Henrietta .....	Holland
De Graff, Peter .....	So. Holland, Ill.
De Ruyter, Alice .....	Sioux Center, Iowa
Dethmers, John Roy .....	Orange City, Iowa
De Weerd, Gerrit .....	Holland
De Wolf, Grace Estelle .....	Rochester, N. Y.
Donnelly, Margaret Mary .....	Holland
Droppers, Lester Gerrit .....	Cedar Grove, Wis.
Dulmes, Abraham Howard .....	Adell, Wis.
Dykhuisen, Cornelius Arnold .....	Hingham, Wis.
Dykstra, Rensa .....	Blue Island, Ill.
Eding, Albert .....	Holland
Eggink, Clarence .....	Sioux Center, Iowa
Forsten, John .....	Holland
Fieldhouse, Raymond .....	Oak Glen, Ill.
Fredricks, Sarah Adriana .....	Muskegon
Gabbard, Martha Anne .....	Annnville, Ky.
Gardei, Grace Dawn .....	Holland
Hardie, Ruth Cook .....	Holland
Harkema, Richard Henry .....	Holland
Hartman, Shirley Ione .....	Grandville
Heemstra, Gerrit .....	Orange City, Iowa
Heneveld, Adelia Janet .....	Brunswick
Hill, George Harris .....	Holland
Hilmert, William John .....	Kalamazoo
Hinken, Jacob .....	Coopersville
Hoeksema, Martin .....	Holland
Hoekstra, Margaret Ruth .....	Holland
Hogenboom, Joshua Myron .....	Corry, Pa.
Huff, Frank Avery .....	Auburn, N. Y.
Huntley, Myrtle H. ....	Annnville, Ky.
Iben, Anna Laverne .....	Peoria, Ill.
Irving, George Howard .....	Holland
Jongewaard, Alice Johanna .....	Sioux Center, Iowa
Jonker, Grace .....	Holland
Kamper, Geneva .....	Holland
Karsten, George Russell .....	Holland

Keizer, Henrietta .....	Hudsonville
Keizer, Nicholas .....	Byron Center
Kinkema, Percy Jerry .....	Grand Rapids
Kinney, Delbert Lee .....	Kalamazoo
Klein, Cressie Henrietta .....	Sioux Center, Iowa
Klein, Nelle .....	Sioux Center, Iowa
Klow, Florence Marie .....	Spring Lake
Kobes, John Jacob .....	Holland
Koops, Esther .....	Holland
Koppenaar, Martha .....	Holland
Kuiper, Raymond Jacob .....	Holland
Kuyper, Henrietta Jean .....	Cedar Grove, Wis.
Lanting, Roelof .....	Jamestown
Lubbers, Clarence W. ....	Cedar Grove, Wis.
Luidens, Ethel Catherine .....	Holland
Mahnke, Franklin Charles, Jr. ....	Blue Island, Ill.
Maris, Marvin Ellsworth .....	Holland
McBride, Marjorie Dorothy .....	Holland
McCombs, Margaret Alice .....	Fairview, Ill.
Meima, Ralph Chester .....	Los Angeles, Cal.
Meys, Lillian Bertha .....	Hull, Iowa
Miller, Maude Eleanor .....	Hastings
Minnema, John M. ....	Holland
Moody, Lucy Ellen .....	Holland
Mosier, Dwight .....	Bravo
Nienhuis, Jacob Arthur .....	Oak Park, Ill.
Nieuwenhuis, Clyde Klaas .....	Avon, S. D.
Oosting, Henry .....	Holland
Ottipoby, James Collins .....	Holland
Parsons, Charles Francis .....	Interlaken, Mass.
Paul, Thelma Lavern .....	Seattle, Wash.
Pelgrim, Deane Wilhelmina .....	Holland
Pieters, Mary Irene .....	Fukuoka, Japan
Poppen, Angelina Delia .....	Holland
Prakken, Esther Mae .....	Holland
Raterink, Harry Rennie .....	Jenison
Reed, Natalie Kari .....	Saugatuck
Riemersma, Ben .....	Sioux Center, Iowa
Roughgarden, Walter Elmer .....	Paterson, N. J.
Ruigh, Jennie Elsie .....	Nagasaki, Japan
Schermer, Anton Arend .....	Maple Lake, Minn.
Schermer, Dora .....	Holland
Scholten, Alicia Estella .....	Inwood, Iowa
Schroeder, Gustav Emiel .....	Atwood
Shaw, George Douglas .....	Holland
Siegers, Mary .....	Maple Lake, Minn.
Sithes, Leona .....	Holland
Smallegan, Ruth Mabel .....	Hudsonville

## HOPE COLLEGE

Steggerda, Frederic Russell.....	Holland
Steketee, Abraham .....	Holland
Steketee, George .....	Holland
Steketee, Walter Andries.....	Holland
Sterenbergh, Gerrit.....	Fulton, Ill.
Stevenson, Alfred Leo.....	Holland
Tate, Frances Lucile.....	Holland
Tate, Mary Margaret.....	Holland
Telgenhof, Anna .....	Zeeland
Teusink, James Harry.....	Coopersville
Thoms, William Wells.....	Busrah, Mesopotamia
Tyner, Beatrice Ilo.....	Holland
Upton, Bessie Ella.....	Holland
Van Anrooy, Rose Marguerite.....	Holland
Vanden Berg, Albert Arthur.....	Orange City, Iowa
Vanden Bos, Harriet.....	Holland
Vanderpoel, Dora .....	Holland
Vanderkolk, Della Winifred.....	Hamilton
Vander Meer, Floyd Richard.....	Alton, Iowa
Vander Meulen, Jack.....	Holland
Vander Ploeg, Theodore L.....	Chicago, Ill.
Vander Veere, Elizabeth Christine.....	Holland
Van Lare, Elmer.....	Wolcott, N. Y.
Van Lente, Kenneth Anthony.....	Holland
Van Verst, Paul Herbert.....	Holland
Van Vessem, Jacoba Marion.....	Zeeland
Van Zoeren, Ray Cornelius.....	Zeeland
Veldman, Jack Arthur.....	Grand Rapids
Verhage, Josephine .....	Zeeland
Ver Hey, Anthony William.....	Holland
Ver Schure, Gerenne Marguerite.....	Holland
Vinke, Theodore Henry.....	So. Holland, Ill.
Voskuil, Anna A.....	Sheboygan, Wis.
Wassenaar, Joan .....	Holland
Wassink, Harry John.....	Holland
Weersing, Garrett .....	Holland
Welling, Jeannette.....	Grand Haven
Wesselink, Gerrit William.....	Sioux Center, Iowa
Westra, Ella.....	Friesland, Wis.
Wiersma, Henry George.....	Holland
Wissink, Gerrit Martin.....	Alton, Iowa
Wu, Feng Chang.....	Amoy, China
Yonkman, Frederick Francis.....	Holland
Zuidewind, Anita Josle.....	Holland
Zuuverink, John .....	Holland
Zwemer, Amanda Ruth.....	Holland
Zwemer, Amy Rith.....	Holland

## PREPARATORY SCHOOL ROLL

## "A" CLASS

Beltman, Sena .....	Holland
Bolks, Walter Paul.....	Hull, Iowa
Boone, Ada Cornelia.....	Holland
Bruinix, Nicholas Hubertes Adrian.....	Marion, N. Y.
Clark, Nelson Henry.....	Holland
De Vries, Harry.....	Holland
Elenbaas, Gerald .....	Holland
Frankena, Hester .....	Zeeland
Gebhard, Paul.....	Mt. Vernon, N. Y.
Hoekje, Gladys .....	Holland
Huyser, Eugene .....	Holland
Kleinheksel, Gladys Juliet.....	Holland
Klerekoper, William I.....	Hesperia
Koops, Julia Amelia.....	Holland
Mulder, Willis Henry.....	Holland
Nyboer, Henry .....	Holland
Schipper, Raymond Theodore.....	Grand Haven
Schuurman, Fred .....	Holland
Smith, Anthony Van Zyl.....	Holland
Temple, Willis Francis.....	Harrisville, N. Y.
Veldman, Jeannette .....	Grandville
Wierenga, Hilda .....	Hudsonville
Yntema, Chester Loomis.....	Holland

## "B" CLASS

Berkompas, Clarence .....	Rudyard
Blaauw, Jacob.....	Brooten, Minn.
Brinkman, Henrietta Frances.....	Holland
Broekstra, Richard .....	Holland
Daane, Adrian Cornelius.....	Detroit
De Bruin, Helen Henrietta.....	Grand Rapids
De Groot, Albert .....	Holland
Doak, Albert Nelson.....	Amsterdam, N. Y.
Granert, Ruth Margaret.....	Coal City, Ill.
Hartgerink, Millard Engelon.....	Holland
Harmsen, Theodore .....	Hamilton
Ihrman, Alice Cornelia.....	Holland
Jansma, Frank.....	Morrison, Ill.
Janssen, Herman Martin.....	Zeeland
Kleinheksel, Harvey Jerome.....	Holland
Kollen, Harvey William.....	Holland



## HOPE COLLEGE

Koppenaar, Aubra .....	Holland
Luidens, Theodore William.....	Holland
Meengs, William John.....	Holland
Moeke, Gladys .....	Zeeland
Nettinga, Cornelia Angelina.....	Holland
Olgers, Helen .....	Holland
Postema, James .....	New Era
Schievink, Justin Harold.....	Hamilton
Schuitema, Wesley John.....	Holland
Tanis, Janet .....	Hamilton
Van Alsborg, Donald Jay.....	Holland
Vander Ven, Olive Gertrude.....	New Era
Voss, Myrtle Sarah.....	Holland
Vroonland, Minnie.....	Grand Rapids
Weaver, Mary Katharine.....	Hamilton
Wiersma, Silas Clarence.....	Holland
White, Owen George.....	Winnebago, Neb.
Workman, Frank.....	Fulton, Ill.

## "C" CLASS

Boersma, Reemer .....	Holland
Boeve, Gladys Evelyn.....	Holland
Boeve, Mildred Ruth.....	Holland
Boone, Harriet .....	Holland
De Vries, John .....	Holland
De Witt, Matilda Cornelia.....	Holland
Grond, Harry.....	Lafayette, Ind.
Holkeboer, Peter .....	Holland
Huyser, Flora May.....	Holland
Janssen, Lee .....	Zeeland
Kennedy, Olive.....	Grand Rapids
Kuypers, John Marinus.....	Clifton, N. J.
Lam, Johanna Henrietta.....	Holland
Meengs, Margaret Griffiths.....	Schenectady, N. Y.
Naber, Henrietta .....	Holland
Nyboer, John .....	Holland
Nykerk, Glen Donald.....	Holland
Olgers, Lambert .....	Holland
Pas, Harriet .....	Holland
Rezelman, Gerrit .....	Holland
Schermer, Dorothy .....	Zeeland
Sterenbergh, James.....	Thomson, Ill.
Tebo, Norval.....	Winnebago, Neb.
Ten Hoeve, Thomas.....	Paterson, N. J.
Ter Louw, Adrian Leonard.....	Holland
Tysse, Agnes Nellie.....	Holland
Vinstra, Andrew Henry.....	Lafayette, Ind.
Visker, Elizabeth .....	Kalamazoo
Walvoord, Geraldine .....	Holland

## "D" CLASS

Baltman, Andrew .....	Holland
Blackhawk, Edward.....	Pawhuska, Okla.
Bloemers, William.....	West Olive
Boerema, Harvey Martin.....	Holland
Borst, Lawrence Jacob.....	Grand Rapids
Bosch, Harold A.....	Holland
Clark, Harry J.....	Holland
De Ruiter, Peter.....	South Holland, Ill.
De Witt, Garrie.....	Hudsonville
Dykhuis, Wallace M.....	Holland
Feringa, Angie.....	Grand Rapids
Fisher, Katherine.....	Lafayette, Ind.
Galien, Mary .....	Holland
Harkema, Hattie Bertha.....	Indianapolis, Ind.
Holkeboer, Christine .....	Holland
Houting, Mildred Irene.....	Holland
Janssen, Henrietta .....	Zeeland
Kleinheksel, Jerald Dean.....	Holland
Kleinjan, Floyd Ira.....	Volga, S. D.
Knol, Herman .....	Cicero, Ill.
Knoll, Harriet Berdina.....	Holland
Koster, William Clarence.....	Holland
Lanting, Catherine Mae.....	Jamestown
Louwsma, George S.....	Zeeland
Mallory, Charles.....	Winnebago, Neb.
Meyering, Harry P.....	Lucas
Modders, Sadie .....	Moddersville
Moedt, John, Jr.....	Grandville
Ooms, William.....	Stickney, S. D.
Peasson, Josephine Margaret.....	Indianapolis, Ind.
Paterik, Frank John.....	Chicago, Ill.
Plockmeyer, Jeannette .....	Holland
Russcher, George .....	Holland
Schilleman, Elmer James.....	Holland
Schreur, John .....	Holland
Ter Haar, Anna.....	Hudsonville
Thomas, Theodore.....	Emerson, Neb.
Tysse, John.....	South Holland, Ill.
Van Harn, Gertrude.....	Holland
Van Harn, Jeannette Adeline.....	Holland
Van Voorst, Mabel.....	Holland
Weener, Margaret .....	Holland
Wendt, Johanna Marie.....	Holland, R. R.
Yntema, Clara Mae.....	Hudsonville

## MUSIC SCHOOL ROLL

Albers, Janet Dorothy.....	Holland
Albers, Hazel Annetta.....	Holland
Beach, Chester .....	Holland
Beach, Myrtle .....	Holland
Brower, Alice Mae.....	Hamilton
Clarke, Eva Marie.....	Holland
Caldwell, Nita .....	Grandville
Chen, Rosalind.....	Amoy, China
Collins, Mary Priscilla.....	Marlinton, W. Va.
De Kraker, Katherine.....	Holland
De Pree, Mildred Frances.....	Zeeland
De Ruyter, Alice.....	Sioux Center, Iowa
Diekema, Willis .....	Holland
Dykema, Imogene .....	Holland
Gilmore, A. C. Van Raalte.....	Holland
Hamelink, Marinus .....	Holland
Heemstra, Simon.....	Monroe, S. Dak.
Heur, Arthur .....	Holland
Huizenga, Gertrude .....	Holland
Japinga, Mrs. Jake.....	Holland
Kardux, Earl .....	Holland
Klein, Nellie.....	Sioux Center, Iowa
Kole, Nelle .....	Fremont
Kuhl, Hazel .....	Holland
Kuyper, John.....	Clifton, N. J.
Luidens, Anna .....	Holland
Luidens, Theodore .....	Holland
McCombs, Margaret .....	Fairview, Ill.
Meyer, Mrs. Harris.....	Holland
Meys, Lillian .....	Hull, Iowa
Moeke, Gladys Jean.....	Zeeland
Moore, Mrs. Edwin.....	Holland
Mulder, Mabelle .....	Holland
Mulder, Magdalene .....	Holland
Muller, Martha .....	Holland
Nettinga, Cornella .....	Holland
Paalman, Pearl.....	Grand Rapids
Pieters, Mary Irene.....	Fukuoka, Japan
Pruim, Isla .....	Zeeland
Rank, Marjorie .....	Holland
Ruigh, Jennie Elsie.....	Nagasaki, Japan
Schepers, Elmer .....	Holland
Scheppers, Martin .....	Holland

Scholten, Alice .....	Inwood, Iowa
Telgenhof, Mrs. George.....	Zeeland
Telling, Mrs. J. E.....	Holland
Ter Beek, Gerrit.....	Holland
Ter Vree, John.....	Holland
Trompen, Margaret .....	Grand Rapids
Vande Linde, Helene.....	Holland
Vanderploeg, John .....	Holland
Van Kersen, Helene M.....	Holland
Van Raalte, Mrs. D. B. K.....	Holland
Vischer, Mrs. Arthur.....	Holland
Walters, Edward .....	Holland
Waltz, Mrs. R. M.....	Central Park
Walvoord, Geraldine J.....	Holland
Wenzel, Dora .....	Holland
Wygarden, Kathryn .....	Vriesland
Yntema, Clara E.....	Holland
Yonker, Gertrude .....	Holland
Zwemer, Amy R.....	Holland

## SUMMARY

The College—		
Seniors .....	55	
Juniors .....	78	
Sophomores .....	86	
Freshmen .....	148	367
The Preparatory School—		
“A” Class .....	23	
“B” Class .....	34	
“C” Class .....	29	
“D” Class .....	44	130
The School of Music—		
In all departments .....	62	
Total .....	559	
Deduct for double counting .....	27	
Total .....	532	

## MISCELLANEOUS INFORMATION

Holland is a city of 12,000 inhabitants and is centrally located on the Pere Marquette railway. A number of trains afford direct connection with the leading cities east, and with Chicago and other points west. It is on a straight line from Grand Rapids to Chicago, distant from the former city 25 miles, and from the latter city 152 miles. When navigation is open there is connection with Chicago by a daily line of steamboats. It is therefore most desirably located, having both land and water communications, being near the shore of Lake Michigan, with which it is connected by a beautiful sheet of water, called Macatawa Bay, on which many popular summer resorts are situated.

## GROUNDS AND BUILDINGS

The College Campus lies in the center of the city, between Tenth and Twelfth streets, and contains sixteen acres. It presents a finely varied surface, is well shaded with native trees and is annually improving in beauty and attractiveness. The College buildings are ten in number.

Van Vleck Hall is the dormitory for men.

Graves Library and Winants Chapel, which contains the Administration Chambers, a Reading Room, a Y. M. C. A. hall, and four lecture rooms, affords suitable and improved accommodations for these purposes.

Van Raalte Memorial Hall was dedicated and occupied September 16, 1903. In it are located the Chemical, Physical, and Biological laboratories, and lecture rooms devoted to Physics, Chemistry, Biology, Modern Languages, Elocution, Biblical Instruction, English, and Mathematics. The Museum is located on the third floor.

Maria L. Ackerman Hoyt Observatory.—In 1894 a valuable addition was made to the equipment of the College in the form of a telescope. Miss Emilie S. Coles generously donated both observatory and telescope in memory of Mrs. Maria L. Ackerman Hoyt. The instrument is an eighteen-inch Newtonian reflecting telescope, with equatorial mounting.

Elizabeth R. Voorhees Hall.—In October, 1905, one hundred thousand dollars was given by Mr. and Mrs. Ralph Voorhees on the annuity plan for the erection and maintenance of a

Girls' Residence to be erected upon the campus. The building was completed and formally opened June 18, 1907. Model but simple apartments for girls away from their own homes is the object sought, and every convenience compatible with residence life is aimed at. The building is heated by steam and lighted by electricity. There is running water in all the rooms and commodious bathing facilities on each floor. Rooms are provided for a dean of women and her assistants so that there may be constant care and supervision. The studios and practice rooms of the School of Music are located on the first floor. A dining hall and parlors are located also on the first floor.

May eighth is known as Voorhees Day in honor of the birthday of Elizabeth R. Voorhees.

**Carnegie Gymnasium.**—Carnegie Gymnasium, the funds for the erection of which were given by Mr. Andrew Carnegie in 1905, was completed and dedicated in June, 1906. The building has been constructed so that it will serve for public meetings of all kinds in addition to the original purpose for which it was built. It has a seating capacity of at least 1,200. The different numbers of the College Lecture Course are given in the Hall during the school year and the official public exercises of the College are held regularly in it.

Thru the enterprising, loyal spirit of the class of 1913, a drop curtain was provided and presented to the College in October, 1913.

The gymnastic equipment comprises all the apparatus necessary to the latest and most approved physical exercise. The ventilation and heating systems are fully adapted to the double purpose for which the building is designed, and in the basement shower baths are provided in separate sections of the building for the use of men and women students.

A full schedule of hours for work is arranged each year; physical instruction and medical supervision are provided for as required. The building with its equipment and courses is under the supervision of Professor J. L. Schouten.

The other buildings upon the campus comprise the President's home, the Oggel House, Fraternal Hall, and the Hope Printing Office. The Oggel House and Fraternal Hall harbor the men's literary societies, until their dreams of better accommodations are realized.

## SCHOOL YEAR

The scholastic year of forty weeks begins on the third Wednesday in September, and ends with the general Commencement on the third Wednesday in June.

The winter and spring vacations are fixed by the Faculty.

## ADVANTAGES OFFERED

Besides the advantages of location, easy communication, and inexpensive living, it is believed Hope College may justly call attention to equally important advantages of a very different nature. It is a chartered institution incorporated under the laws of the state and legally entitled to grant certificates and diplomas and to confer degrees.

The classes are not so large as to preclude the personal acquaintance, contact, and influence of each member of the Faculty with every student coming under his instruction. Classes which number more than can be cared for by one instructor are divided into sections. This personal element, made possible in a smaller institution, is a factor of great educational value both morally and intellectually, and parents do well to consider it in making choice of an institution.

Hope College is not a local institution. Its students represent an extensive territory, extending east as far as the state of New York, and west as far as the Pacific. The students are, in the main, from among the best pupils from many public schools, and in general possess a high order of ability and a laudable ambition to make their way in the world.

It will be seen, therefore, that Hope College offers and provides a regular liberal course of training, as complete as can be found in most of our western colleges.

## EXAMINATIONS

In all departments written examinations are held at the close of each semester, or whenever a subject is completed.

## RELIGIOUS ACTIVITIES

The program of each day begins with prayer in Winants Chapel at 8 A. M.

On the Sabbath every student is expected to worship regularly in one of the churches in the city or vicinity.

Religious instruction is given in all the classes regularly, and is in charge of the Faculty.

Altho Hope College is denominational and is under the patronage and support of the Reformed Church in America, yet by the law of its incorporation it can have no "religious tests." The doors are open to all, regardless of religious or denominational affiliations, and welcome is given to all who will submit to its scholastic regulations. As a Christian school, however, it inculcates gospel truths and demands a consistent moral character and deportment.

The Young Men's Christian Association is in a flourishing condition, and continues to be a great blessing to the students. It offers a splendid opportunity to secure Christian growth and to do personal religious work. Under the auspices of the Association, several Sunday Schools, numbering hundreds of scholars, are conducted in the surrounding country. The students also support a weekly prayer meeting, from which the institution continues to reap much spiritual fruit. The Young Women's Christian Association is doing excellent work along similar lines of endeavor, and is diligent in its efforts to encourage and inspire Christian living among young women.

This condition has naturally developed a deep interest in Christian Missions. Mission classes meet once every week to study the history and methods of missions as well as missionary biographies relating more particularly to the mission fields of our own church.

## LIBRARY

The library, which numbers 23,000 volumes, is open every day, and is free for the use of the student. Books, pamphlets, magazines, and papers are constantly being added. The friends of Hope College may be assured that their gifts of valuable books to the library will be taken care of, appreciated, and made useful by giving them a place upon the ample shelves of the magnificent fire-proof library building.

In connection with the library is a reading room in which are found many books of reference and which, by the liberality of Mr. Wm. Brower of New York City, is supplied with many valuable periodicals and leading journals on politics, religion, science, and literature.

## SOCIETIES

The Literary Societies offer decided advantages to their respective members and materially aid in the attainment of the culture which it is the object of the College to promote. The Ulifilas Club is doing excellent work in fostering the study of the Dutch language.

The Science Club is an association for the advancement of scientific study and research. Its membership is open to instructors and students who are interested in Natural Science.

In all of these societies a free, democratic, American spirit is demanded and no class distinctions based upon wealth, position, or influence are tolerated.

We have no Greek letter fraternities, which are often very expensive to the students and are apt to divide them into discordant classes. Since the student life is largely the formation



period of the professional man's character, and since a man's influence and usefulness depends much upon his sympathy with men, irrespective of classes, it is desired that a democratic spirit should characterize the Christian college.

## PUBLICATIONS

Connected with the institution, two religious weeklies are published, *De Hope* and *The Leader*. The first was established in 1866 and is under the direction of the Council through its Editorial Committee. It has a circulation of some 4,000 copies. The second appeared with its initial number September, 1906, and now has a circulation of 5,000 copies. Both are devoted to furthering the cause of the Reformed Church in America and non-sectarian education.

A weekly, called *The Anchor*, is conducted by the students with gratifying success. It has reached its thirty-first year and is well calculated to awaken an esprit de corps among the alumni. No Alumnus who wishes to keep himself informed in regard to his Alma Mater and who desires to keep in touch with her, can afford to be without this paper.

## AWARDS AND PRIZES

In 1887 were established the two "George Birkhoff, Jr., Prizes," each of twenty-five dollars; one for the Junior Class in English Literature, and the other for the Senior Class in Dutch Literature.

A Foreign Missions Prize of twenty-five dollars is offered by Mrs. Samuel Sloan of New York City, to the one writing the best essay on Foreign Missions. This prize is open to the whole College.

**English Grammar.**—In 1894 two prizes were added to the list of annual awards, one of fifteen dollars for the best, and the other of ten dollars for the second best examination in English Grammar and Orthography, open to all members of the "C" class. These were established by Henry Bosch of Chicago, Ill.

**The Dr. J. Ackerman Coles Oratory Prize** was founded in 1906. The award is made triennially upon an oration of a patriotic nature. The prize is a bronze bust of Washington, after Houdon. The sixth contest will be held in 1922.

**The A. A. Raven Prize in Oratory** was established by Mr. A. A. Raven in 1908. The prize is divided into a first award of thirty dollars and a second award of twenty dollars. The con-

test is limited to a subject of a patriotic nature, and the winner of the first award is also the representative of the College at the State Oratorical Contest.

The Dr. J. Ackerman Coles Debating Prize was established in 1909. The subject and method of debate are not limited in any way, but are subject to the general control of the Faculty.

A Domestic Missions Prize was established in September, 1910, by the Rev. and Mrs. S. F. Riepma, Oklahoma City, Oklahoma, and the first award upon this foundation was made at the annual commencement in June, 1911. The prize is twenty-five dollars and, under the conditions named by the donors, will be given to the student of the College who offers the best essay upon a topic concerned with domestic missions in America and in the Reformed Church in America. The foundation is known as the Van Zwaluwenburg Domestic Missions Prize.

The Southland Medals were established in 1911 through the generosity of Mr. Gerrit H. Albers, a graduate of the class of 1891. These medals have been designated by the late President Emeritus G. J. Kollen, LL. D., as follows: A gold medal with the seal of Hope College, to be known as the Gerrit H. Albers Gold Medal and to be awarded to the young woman of the Senior Class, who, in the judgment of a designated committee of the Faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course; a silver medal with the seal of Hope College, to be known as the Mary Clay Albers Silver Medal and to be awarded to the young woman of the "A" Class, who, in the judgment of the committee, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her Preparatory School course. The committee consists of the President, the Dean of Women, and the Registrar.

In 1911 Mr. Gerard Beekman of New York City generously established a fund, the interest of which is to be devoted annually to the purchase of Bibles for the graduating Senior Class. This fund is known as the Beekman Bible Fund.

In 1915 Mrs. W. C. Roe established three prizes of five, three, and two dollars, to be paid to students in either department offering the three best essays on the general subject of "The American Indian." Topics are suggested as follows: Historical Incidents; Great Indian Personalities; Indian Missions; The Races in New Mexico, Central and South America, etc.

The Young People's Society of the Ebenezer Reformed Church of Morrison, Ill., has raised the sum of \$201.25 as a Memorial Fund in honor of Private William Jansma, formerly one of its members and a student at Hope College, who died while enroute

to France for service with the American Expeditionary Forces. This fund has been donated to Hope College, the interest to be used for the securing of books for biblical research for the Department of Biblical Literature.

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The Men's Adult Bible Class of the Reformed Church of Coopersville, Mich., has donated the sum of five hundred dollars to Hope College, the interest of this principal to be awarded as an annual prize for the Department of Biblical Literature to that student of the sophomore class who shall write the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is to be a regular part of the Sophomore Course in Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in the Freshman Course in Biblical Literature shall be taken into consideration.

Mr. Daniel Steketee, of Grand Rapids, Mich., has pledged to Hope College a sum to be used as a prize for meritorious work in the Department of Biblical Literature. The prize will be awarded to that student of the Senior Class who shall write the best essay on some subject connected with the regular Senior course in Evidences of Christianity and assigned by the Professor in charge of the course. This essay is to be a regular part of the Senior course in Evidences of Christianity, and the grade of work done in the Junior course in Biblical Literature will be taken into consideration in the awarding of this prize.

### THE GRACE MARGUERITE BROWNING SCHOLARSHIP IN MUSIC

A kind friend of the College has deposited with the Treasurer sufficient funds to yield an annual income of \$75 for the support of a needy and worthy beneficiary.

### THE JOHN PALSMA BIBLE PRIZE

This prize is donated by the Christian Endeavor Society of the Reformed Church at Springfield, South Dakota, in memory of one who gave his life in the World War. The income of this gift of \$100 is to be used for the purchase of a Bible for that member of the "A" Class, who upon graduation has maintained the highest standing in Biblical Instruction in the Preparatory School.

## THE VANDERWERP PRIZE

Out of gratitude for what Hope College has done for their son and daughter, both of whom graduated in 1920, Mr. and Mrs. George D. Vanderwerp, of Muskegon, Michigan, offered a prize of twenty-five dollars to that student of the Senior Class who maintained the highest standing in Oral and Written English during the four years' course. This prize is also available for 1921-1922.

## ADELAIDE MISSIONS MEDAL

This medal is given to the member of the Senior Class of Hope College who goes directly from the College into the Foreign field under appointment by the Board of Foreign Missions of the Reformed Church in America. It is designed to knit together by an outward token the Messengers of Hope as they fare forth to the arduous duties and the glorious privileges of the Soldiers of the Cross. As it is given in memory of one whose interest in Gospel Evangelization was world-wide and constant throughout the years, mindful that the joy abundant can come only through the Message of the Master, it is the trust of the donor that the symbol which is engraved upon it. The Anchor of Hope, will be a Talisman of presence for Cheer and Hope.

## SCHOLARSHIPS

**The Michigan State College Fellowship.**—The University of Michigan has established fellowships which are awarded annually to the different colleges in the State. The holder of the fellowship is appointed by the Faculty of the College and must be a graduate of the College. The income from this fellowship is three hundred dollars.

### 1920-1921

At the Commencement of 1921 the prizes were awarded by the committees as follows:

The George Birkhoff, Jr., English Prize—Mr. Richard John Hager, '22.

The George Birkhoff, Jr., Dutch Prize—Mr. John R. Kempers, '21.

The Mrs. Samuel Sloan Foreign Missions Prize—Miss Jessie C. Hemmes, '21.

The Van Zwaluwenburg Domestic Mission Prize—Miss Winifred M. Zwemer, '24.

The Dr. J. Ackerman Coles Prize in Debate—The eleventh annual Contest upon this foundation was held in 1921. The prize award was divided equally between members of the debating teams: Richard Blocker, Winfield Burggraaff, Daniel DeGraff, William De Ruiter, Jerry De Vries, Peter De Vries, Harvey De Weerd, Anthony Engelsman, Jacob Prins, Abraham Rynbrandt, Maurice Visscher, Theodore Yntema.

The A. A. Raven Prize in Oratory—The thirteenth annual contest upon this foundation was held in 1921. The awards were First, Mr. Winfield Burggraaff; second, Mr. Maurice Visscher.

The Adelaide Prize in Oratory—Miss Maxine McBride.

The Henry Bosch English Prizes—First, Helen De Bruin; second, Jeanette Veldman.

The Gerrit H. Albers Gold Medal—Miss Janet Gertrude Pieters.

The Mary Clay Albers Silver Medal—Miss Henrietta Keizer.

The Adelaide Missions Medal—Miss Janet Gertrude Pieters; Mr. Martin De Wolf.

The Daniel C. Steketee Prize in Bible—Mr. Theodore Otte Yntema, '21.

The Coopersville Men's Adult Bible Class Prize in Bible—Mr. James W. Neckers.

The John Palsma Memorial Prize in Bible—Mr. William Wells Thoms.

The Vanderwerp Prize—Miss Katherine Irene Schmid, '21.

### 1921-1922

The George Birkhoff, Jr., English Prize—"Rudyard Kipling—Poet and Novelist."

The George Birkhoff, Jr., Dutch Prize—"Guido Gezelle."

The Mrs. Samuel Sloan Foreign Missions Prize—"Japan is leading the Orient—Whither?"

The Henry Bosch English Prizes—Examination.

The A. A. Raven Prize in Oratory—Public oration.

The Dr. J. Ackerman Coles Prize in Debate—Public debate.

The Dr. J. Ackerman Coles Prize in Oratory. The sixth triennial contest on this foundation will take place on February 22, 1922, in Carnegie Gymnasium. The oration must be of a patriotic nature. The prize is a bronze bust of George Washington, after Houdon.

The Van Zwaluwenburg Domestic Mission Prize—"Our new venture among the negroes: The Southern Normal and Industrial Institute at Brewton, Alabama."

The Daniel C. Steketee Bible Prize—"Modern Science and Christian Truth."

The Coopersville Men's Adult Bible Class Prize—"The Practical Christianity of James."

The John Palsma Memorial Bible Prize—Faculty Award.

THE SOUTHLAND PRIZES—

The Gerrit H. Albers Gold Medal—Faculty award.

The Mary Clay Albers Silver Medal—Faculty award.

1922-1923

The George Birkhoff, Jr., English Prize—"James Russell Lowell, Poet and Critic."

The George Birkhoff, Jr., Dutch Prize—"Synode van Dordrecht."

The Mrs. Samuel Sloan Foreign Missions Prize—"The Values of Medical Missions."

The Henry Bosch English Prizes—Examination.

The A. A. Raven Prize in Oratory—Public oration.

The Dr. J. Ackerman Coles Prize in Debate—Public debate.

The Dr. J. Ackerman Coles Prize in Oratory. The seventh triennial contest on this foundation will take place on February 22, 1925, in Carnegie Gymnasium. The oration must be of a patriotic nature. The prize is a bronze bust of George Washington, after Houdon.

The Van Zwaluwenburg Domestic Missions Prize—"Domestic Missions as a National Asset."

The Coopersville Men's Adult Bible Class Prize—"Peter, the Leader of the Twelve."

The Daniel C. Steketee Bible Prize—"The Superiorities of Christianity When Compared With Other Great Ethic Religions."

The John Palsma Memorial Prize—Faculty Award.

THE SOUTHLAND PRIZES—

The Gerrit H. Albers Gold Medal—Faculty award.

The Mary Clay Albers Silver Medal—Faculty award.

FEES, EXPENSES, ETC.

The aim constantly kept in mind is to provide at Hope College everything necessary to a broad, liberal education at the lowest possible cost consistent with educational facilities of the most modern and approved type, and with a life of refinement and

## HOPE COLLEGE

culture. It is believed that nowhere else in a community as progressive as the city of Holland and vicinity, and in no college of equal standing with Hope College can a student live as inexpensively and as wholesomely.

A tuition fee of forty dollars in the College, and thirty dollars in the Preparatory School, is charged each year. These fees must be paid in advance at the time of registration. Laboratory fees cover only the actual cost of apparatus and material used by each individual student. As these vary with each student, no satisfactory statement can be made regarding them. The college graduation fee is ten dollars, which must be paid immediately after the student is admitted to candidacy for the degree.

In the Gymnasium a nominal fee to cover rental of lockers and incidental expenses is the only official charge. Expenses connected with team and club or special work are met by the students engaging in the work, and the amount expended lies wholly within the pleasure of the student. The Faculty discountenances all ill-advised or unnecessary expenses. Gambling, betting, and similiar practices are absolutely forbidden, and we are glad to say that up to the present time the student-body at Hope College is united in condemning these questionable practices. A keen spirit of rivalry, looking to manly and friendly contest in scholarship, oratory, and physical excellence, is promoted by Faculty and student alike.

The cost of living upon the campus is correspondingly low. A limited number of rooms are provided for men students, and are rented at a cost barely covering the expense of light and fuel. There are twenty-nine rooms in Van Vleck Hall, in the selection of which students looking toward the Christian ministry have the preference. These are unfurnished. Van Vleck Hall is heated by steam and lighted by electricity.

Complete accommodations are provided for women in Voorhees Hall. The building, lighted by electricity and heated by steam, is capable of housing one hundred girls. It is equipped in the most modern way in every detail. There are large general baths and toilets, individual lavatories, reception parlors, and dining rooms. Rooms may be rented single or en suite. A special circular giving full details regarding accommodations at Voorhees Hall will be sent upon application to the Dean of Women.

The cost of rentals in private homes of the city varies from fifty cents a week, without heat, to three dollars a week, with heat and light. While the Council and Faculty strongly advise that all students reside upon the campus if possible, they make no restrictions as to the choice of rooms by the students except in the requirement that all conditions shall be strictly in keeping

with refined and moral living. Life upon the Campus is, in the long run, the most satisfactory, and parents will find that their children are best provided for in this way.

Accommodations for board are provided in the dining rooms at Voorhees Hall for both men and women. The price of board is five dollars a week. The home plan of regular meals at stated hours is at present followed; in this way over one hundred students may be accommodated.

A tabular estimate of expenses is given herewith which does not include clothing and travel, since these must necessarily vary with each individual. This estimate is based on living upon the campus.

COLLEGE:—Tuition .....	\$ 40.00
Board .....	180.00
Rent .....	40.00
Books and sundries.....	25.00
	<hr/>
	\$285.00

Laboratory fees are extra.

The above estimate is an answer to those who want to know how much money is absolutely needed. Of course the expense of some of the students exceeds this amount; some, however, spend less. A number of our students earn enough money to pay their way thru college.

Young people of noble aspiration but of limited means need not be discouraged. At Hope College they will find many like themselves, some of whom have come a great distance seeking an education. Such as these are in earnest, content with plain living, and, by practicing the economies that are possible in this place, succeed in reducing their expenses within very narrow limits.

Trolley lines from Holland to Saugatuck and Grand Rapids and all intervening points enable students living along these lines to come in for the day, and thus materially reduce expenses.

## DISCIPLINE

It is gratifying to observe that the moral and spiritual tone of the students is such that the matter of discipline is reduced to a minimum. General opinion is on the side of right and reasonableness, and lends its powerful support to the interest of good order and efficient work. It is the aim of Hope College to develop this high moral culture and character of the student no less than to advance his intellectual development.

In general, however, if it appears that students do not improve their time and opportunities, or do not conduct themselves



in a respectable and orderly manner, their connection with the institution is suspended; or if it should be found, after due probation and inquiry, that the influence of a student is bad and injurious to others, the right is exercised of requiring the withdrawal of such a student.

A record is kept of the scholastic standing of each student and a copy of the same is sent to the parents or guardian at the close of each semester. If the average standing does not exceed 70 on a basis of 100, he is dropped from his class.

All students are required to be present, promptly on the first day of each and every semester. Recitations begin the next morning at the usual hour, eight o'clock.

Fees and room rent are to be paid strictly in advance.

Dancing and card playing are prohibited, as is also the use of tobacco on the open campus.

Parents living at a distance are requested not to ask or expect their children to come home during term time. It seriously interferes with proper habits of study, and by our rules none is to be absent from the institution without permission of the President.

## MUSEUM

The treasures of the Museum include replica marbles of Venus de Milo and Ajax, the gifts of Dr. Jonathan Ackerman Coles of New York. Both are imported original-size busts of exquisite workmanship in copying and in detail. They are mounted upon marble pedestals which are also the gifts of Dr. Coles. We are rarely fortunate in the possession of these statues and deeply grateful to the donor for his gifts, and more than all for the kindly interest in Hope College which prompted him in presenting them. Among Dr. Coles' previous gifts are photographs in full size of the Apollo Belvedere, Augustus, Michael, Angelo's Moses and the Discus Thrower of Myron; the bronze bust of Houdon's Washington; also interest-bearing securities, the proceeds of which are devoted once in every three years to the purchase of a bronze bust of Washington, offered as a prize to students presenting the best oration on a patriotic subject. The first contest held upon the Cole's Foundation took place May 30, 1907. The Museum has been enriched recently by gifts from Rev. A. L. Warnshuis, '97; J. J. Banninga, '98; H. V. S. Peeke, '87; H. G. Keppel, '89; Wm. Damson, '01; Dr. A. Oltmans, '83; Mr. Con De Pree, and by a large private collection, embracing mineralogy, geology, paleontology, five thousand specimens of mosses, fresh and salt water shells, fish and corals, which were given by a valued friend of Hope. A recent gift by a friend of

long standing and unswerving loyalty is a large number of photographs and photogravures of artistic and scientific subjects.

## A WORD TO ALUMNI AND OTHER FRIENDS

It is with justifiable pride that Hope College points to the more than eight hundred men and women whom, in the course of the half-century of her existence, she has equipped and furnished for life's varied activities. Nothing redounds more greatly to her credit or reflects greater honor upon her than the fact that her influence has availed in some measure to arouse the latent talents, or multiply the native gifts or inspire the lofty ideals that have made these lives more productive in the fields of good into which they have entered. These alumni and alumnae are her joy and crown, and to know that, wherever under God's kind leading, they have gone to better the world, they rise to call her blessed, heartens her to enter hopefully the ever-widening fields of opportunity that invite and challenge.

*The older institutions of the land find in their sons and daughters, many of whom have prospered, a band of real and true supporters to whom they never appeal in vain when they feel themselves in need. If they lengthen their cords and strengthen their stakes and increase the bounds of their habitation from time to time, it is because their alumni all over the land and world make it possible. Princely gifts for improved equipment and increased endowment and much needed buildings are constantly reported. It is the impulse of gratitude that prompts to such benefactions; and is there a more fitting way to express one's feelings of attachment to the institution that has done so much to make one's life honored and fruitful, than by enabling it to do still more of that kind of work and to do it still better?*

And surely it will not be deemed ungracious or unreasonable if it be said that Hope College looks with longing and desire to her alumni for increased material support, especially to those who have entered the more remunerative callings. It is a pleasure to note that several have already generously recognized their obligations. Will not others follow in their train?

The splendid group of buildings that adorn our college campus and the considerable endowment which our College now boasts are a lasting and noble memorial to friends East and West who have thus visualized their interest in higher Christian education. Many of them have gone to their reward, but their memory remains fragrant and their influence flows on for good. Hope College needs more of just such friends. Will you not be one of

them? A larger endowment and one or two new buildings would enable the College to do its growing work with much more freedom and efficiency.

If it lies in your mind to do something in this direction, the President will be glad to correspond with you or call at your home. For those who prefer to remember the College in their wills, we append "a form of bequest." Pastors of Reformed Churches may render great service by bringing the financial claims of our institution to the attention of the members of their congregations, and by directing promising young men and women seeking a Christian ducation to the advantages which Hope College offers.

### FORM OF BEQUEST

"I give and bequeath to the Council of Hope College, located at Holland, Michigan, the sum of \$.....to be applied in such manner as the Council may deem most needful."

NOTE.—Those who have some particular object in mind may vary the above form to suit their preference.

## DEGREES CONFERRED IN 1920

## DEGREES IN COURSE

## Bachelor of Arts

Boersma, Harry Albert.....	Raymond, Minn.
Boland, Olive Esther.....	Orange City, Iowa
Brink, William.....	East Saugatuck
Burggraff, James John.....	Decatur
Decker, Fred Henry.....	Rock Rapids, Iowa
De Graff, Nellie.....	West Sayville, N. Y.
De Wolf, Martin.....	Rochester, N. Y.
Diekema, Edith Mae.....	Holland
DuMez, Frances Bertha.....	Holland
Durrin, Grace A.....	Grand Rapids
Flikkema, Renzy Evart.....	Morrison, Ill.
Hartgerink, Elizabeth Cornelia.....	Holland
Heemstra, Lucile Elizabeth.....	Holland
Hemmes, Jessie Cornelia.....	Great Barrington, Mass.
Hietbrink, Bernard Dick.....	Firth, Neb.
Ihrman, Francis Peter.....	Holland
Kempers, John.....	Sioux Center, Iowa
Keppel, Vera Jane.....	Holland
Laug, George W.....	Coopersville
Laurence, Lewis William.....	Holland
Leroy, Francis James.....	Holland
Manting, Myra Marguerite.....	Holland
McKelvie, Eleanor Lydia.....	Interlaken, N. Y.
Mol, Henry L.....	Maple Lake, Minn.
Mulder, Mabelle.....	Holland
Mulder, Peter John.....	Holland
Ossewaarde, Jedidah.....	Holland
Osterhof, Harold Judson.....	Thayer, Ind.
Peet, Grace Elizabeth.....	Grand Rapids
Peet, Margaret Jane.....	Grand Rapids
Pieters, Janet Gertrude.....	Oita, Japan
Pyle, Henry William.....	Holland
Schmid, Katherine Irene.....	Holland
Scholten, Alfred Clinton.....	Inwood, Iowa

## HOPE COLLEGE

Stegeman, Dirk Edmund.....	Prairie View, Kansas
Stephan, Gertrude Henrietta.....	Holland
Teninga, Tonetta .....	Chicago, Ill.
Thoms, Frances Marion.....	Busrah, Mesopotamia
Van Ark, Bert.....	Holland
Vander Borgh, William Herman.....	West Sayville, N. Y.
Vander Ploeg, Jeanette Elizabeth.....	Fenton, Ill.
Van Loo, Maurice.....	Zeeland
Van Raaite, Helene Wilhelmina.....	Holland
Veldman, Harold Eugene.....	Hospers, Iowa
Verduin, Maurice John.....	Paterson, N. J.
Walvoord, Anthony Christopher.....	Cedar Grove, Wis.
Wasson, Glenna .....	Fairview, Ill.
Weersing, Deane .....	Holland
Wierda, John .....	Holland
Yntema, Theodore Otte.....	Holland
Zwemer, Nellie Elizabeth.....	Holland

## . Master of Arts

Andrew Judson Kolyn, '06	Edward Diepenhorst, '18
William Westrate, '11	Arba J. Dunnewold, '18
John J. De Boer, '15	Otte E. Huntley, '18
Leonard F. Yntema, '15	John A. Klaaren, '18
Edward P. Cathcart, '17	Walter A. Scholten, '18
Lawrence W. Dalman, '17	James A. Stegeman, '18
John R. Mulder, '17	Gerrit Timmer, '18
John Paul Visscher, '17	Gerrit Van Zyl, '18
Arthur H. Voerman, '18	

## Bachelor of Divinity

John R. Mulder, '17.	Arba J. Dunnewold, '18.
Gerrit Timmer, '18.	

## HONORARY DEGREES

Rev. Gerhard De Jonge.....	Doctor of Divinity
Rev. Willard Dayton Brown.....	Doctor of Divinity
Rev. Jacob Vandermeulen.....	Doctor of Divinity
Rev. J. Carleton Pelgrim.....	Doctor of Divinity

## MICHIGAN STATE TEACHERS' CERTIFICATES

Olive Esther Boland	Eleanor L. McKelvie
William Brink	Mabelle Mulder
Fred Henry Decker	Jedidah A. Ossewaarde
Nellie De Graff	Grace E. Peet
Edith Mae Diekema	Margaret J. Peet
Frances Bertha Du Mez	Katherine I. Schmid
Grace A. Durrin	Gertrude H. Stephan
Elizabeth C. Hartgerink	Tonetta Teninga
Lucile E. Heemstra	Frances M. Thoms
Jessie C. Hemmes	Jeanette E. Vanderploeg
Francis P. Ihrman	Helene W. Van Raalte
John R. Kempers	Maurice J. Verduin
Vera J. Keppel	Anthony C. Walvoord
Francis J. Leroy	Florence G. Wasson
Myra M. Manting	Deane Weersing

## HONOR ROLL

"Summa cum laude"

Maurice Van Loo

Theodore O. Yntema

"Cum laude"

Nellie De Graff	Dirk E. Stegeman
Elizabeth Hartgerink	Jeannette E. Vanderploeg
Jessie C. Hemmes	Helene W. Van Raalte
Peter J. Mulder	Anthony C. Walvoord
Harold J. Osterhof	Deane Weersing
Katherine I. Schmid	

## THE ALUMNI ASSOCIATION

President.....	Rev. C. H. Spaan
Vice-President.....	Rev. J. G. Brouwer
Secretary.....	Rev. Paul E. Hinkamp
Treasurer.....	Dr. E. D. Dimnent

## CHRONOLOGICAL MEMORANDA

Beginning of the Netherlands Immigration into Michigan, Iowa, etc. ....	1847
Village of Holland laid out.....	1848
Five acres donated by Rev. A. C. Van Raalte, D. D., as site for an Academy.....	1850
"Pioneer School" opened.....Oct.,	1851
Mr. W. T. Taylor, Principal (resigned Oct., 1853).....	1851
Placed under the care of General Synod of the Reformed Church in America.....	1853
Rev. F. B. Beidler, Principal, vice Mr. Taylor (resigned 1859) .....	1854
Rev. John Van Vleck, Principal, vice Mr. Beidler (resigned, 1859) .....	1855
The School named the "Holland Academy".....	1855
Van Vleck Hall erected on "The Five Acres".....	1856
Rev. Philip Phelps, Jr., Principal, vice Mr. Van Vleck.....	1859
Campus enlarged to 16 acres.....	1859
"Oggel House" erected as a residence.....	1860
Gymnasium built, largely by students.....	1862
A Freshman class formed, 10 in number.....	1862
A "Board of Superintendents" appointed by Gen. Synod.....	1863
A college proposed and approved by the Synod.....	1864
Over \$40,000 contributed as an endowment.....	1865
Hope College begun, 1865; incorporated.....May,	1866
First College Faculty of six professors appointed and or- ganized .....	July, 1866
Rev. Philip Phelps, Jr., D. D., elected first President; (served 1866-1878; died Sept. 4, 1896).....July,	1866
First commencement (eight graduates).....	1866
A weekly newspaper, "De Hope," established.....	1866
Theological instruction begun, with a class of seven....Sept.,	1866
Rev. E. C. Crispell, D. D., elected Professor of Theology; Professors Phelps, Oggel, Beck and Scott elected "Lectors" .....	1867
The Theological Department adopted by General Synod as its "Western Theological Seminary".....	1869

Death of Rev. Peter J. Oggel, Professor and Editor of "De Hope".....	Dec. 13, 1869
First theological class of seven graduated.....	1869
First formal constitution of the College adopted.....	1871
C. Doesburg, A. M., elected Professor; Emeritus, 1899; died, 1906.....	1872
Brick printing office for "De Hope" erected.....	1876
Death of A. C. Van Raalte, D. D.....	Nov. 7, 1876
Suspension of the Theological Department.....	June, 1877
Reorganization of the College; Dr. Phelps, resigned, June, 1878	1878
Rev. G. H. Mandeville, D. D., Provisional President, and Financial Agent; Prof. C. Scott, Vice-President.....	1878
Wm. A. Shields, A. M., and G. J. Kollen, A. M., elected Professors .....	1878
Prof. Charles Scott, D. D., Provisional President.....	1880
Theological instruction restored; a professorship of \$30,000 completed .....	1884
Rev. N. M. Steffens, D. D., elected Professor of Theology; resigned, 1895; elected Professor of Historical Theology, 1903; Professor of Systematic Theology, vice Rev. G. H. Dubbink, 1910; died, July 24, 1912.....	1884
Revs. P. Moerdyke and Henry E. Dosker elected Lectors....	1884
H. Boers, A. M.; J. H. Kleinheksel, A. M.; J. G. Sutphen, A. M., and Rev. John J. Anderson, A. M., elected Professors .....	1885
Election of Professor Charles Scott, D. D., as Constitutional President .....	1885
President Scott inaugurated; resigned, 1893; died, Oct. 31, 1893 .....	1886
Synod's house for the President erected.....	1886
First number of "The Anchor" issued.....	May, 1887
Mrs. C. Van Raalte Gilmore elected Lady Principal; appointed Dean of Women, 1907; resigned, 1909.....	1887
Rev. J. H. Gillespie, A. M., elected Professor of Greek; resigned, 1898 .....	1888
Quarter-Centennial celebration .....	June 26, 1890
Graves Library and Winants Chapel begun, and cornerstone laid .....	Oct. 12, 1892
Prof. G. J. Kollen, A. M., elected President, vice Dr. Scott; inaugurated, 1894; resigned, 1911; Emeritus, 1911; died, Sept. 5, 1915.....	June 29, 1893



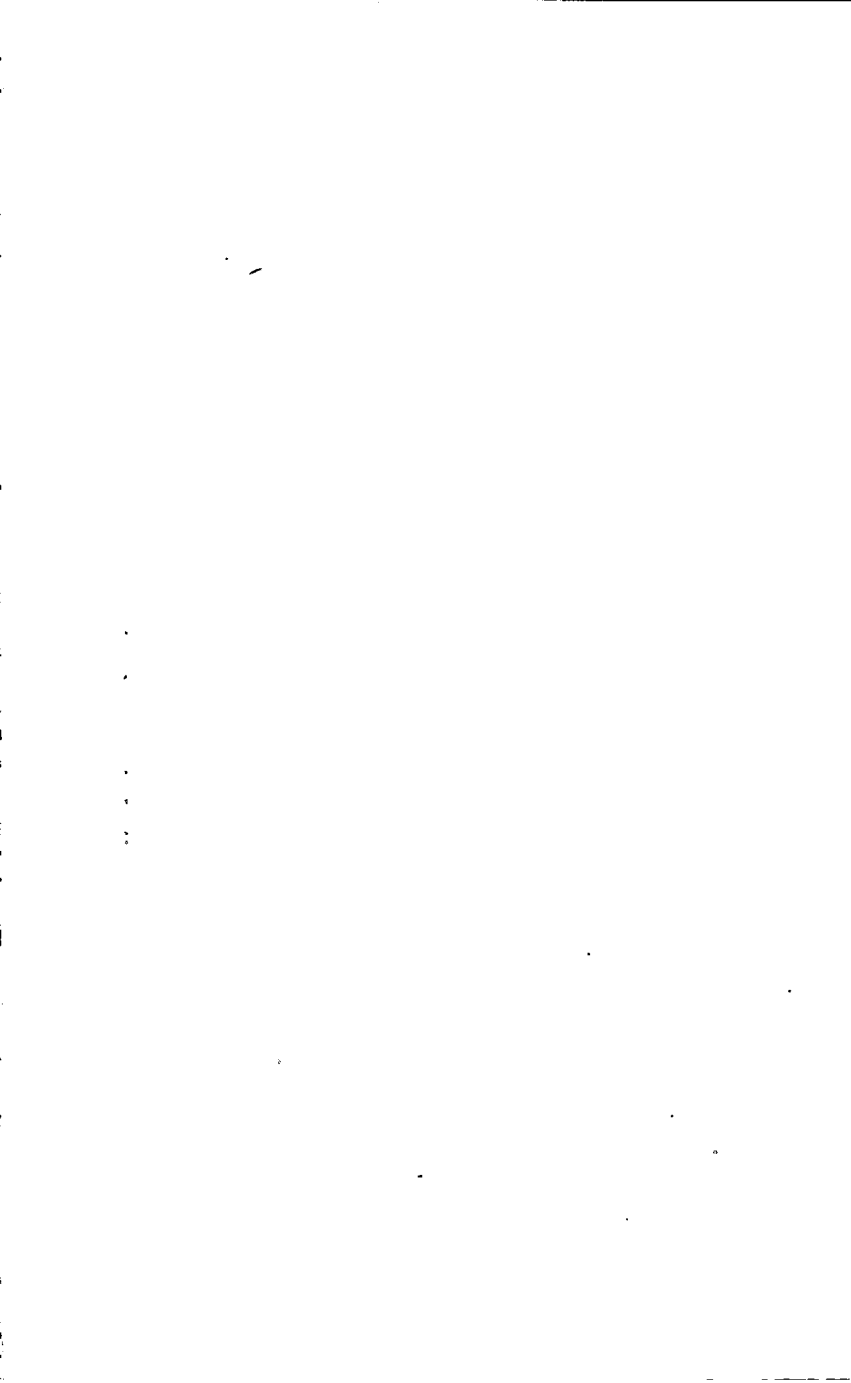
D. B. Yntema, A. M., elected Professor of Chemistry and Physics; (Professor of Physics, 1909; resigned, 1916); died, Nov. 4, 1920.....	1893
Graves Library and Winant Chapel dedicated.....	June 26, 1894
J. B. Nykerk, A. M., Professor of Music and Principal of the Preparatory School, 1891-1892; elected Professor of English .....	1895
Rev. J. T. Bergen, A. M., elected Professor of Biblical Literature; (resigned, 1906).....	1895
Henry Veghte, A. M., elected Professor of German and French; (resigned, 1904).....	1897
E. D. Dimnent, A. M., elected Professor of Greek, vice Prof. Gillespie .....	1898
A. J. Ladd, A. M., elected Professor of Psychology and Pedagogy; (resigned, 1902)—.....	1898
Rev. Peter Siegers elected Professor of Dutch; (resigned, 1900) .....	1899
S. O. Mast, A. B., elected Professor of Biology; (resigned 1908) .....	1901
E. B. Norton, Ph. D., appointed Instructor in Pedagogy; (resigned, 1903) .....	1903
Rev. J. M. Vander Meulen, A. M., elected Professor of Psychology and Pedagogy, vice Dr. Norton; (resigned, 1909) .....	1903
A. Raap, elected Professor of Dutch, vice Prof. Siegers, (appointed Educational Secretary, 1918).....	1903
Van Raalte Memorial Hall dedicated.....	Sept., 1903
Almon T. Godfrey, M. S., M. D., appointed Instructor in Chemistry and Physics; (Assistant Professor, 1908; elected Professor of Chemistry, 1909).....	1904
Miss Carrie Krell, A. B., Instructor in English.....	1905-1910
J. W. Beardslee, Jr., elected Professor of Ethics and Evidences of Christianity; (Professor of Latin, 1912, vice Prof. Sutphen; resigned, June, 1913).....	1905
Henry R. Brush, A. B., elected Professor of German and French, vice Prof. Veghte; (resigned June, 1913).....	1905
Rev. John E. Kuizenga, A. M., appointed acting Professor of English and Pedagogy; (Professor of Bible and Philosophy, 1909; resigned, 1915).....	1906
Carnegie Gymnasium dedicated .....	June, 1906
Elizabeth R. Voorhees Girls' Residence dedicated.....	June, 1907
John D. Maclaren, M. D., elected Professor of Biology, vice Dr. Mast; resigned, 1909.....	1908

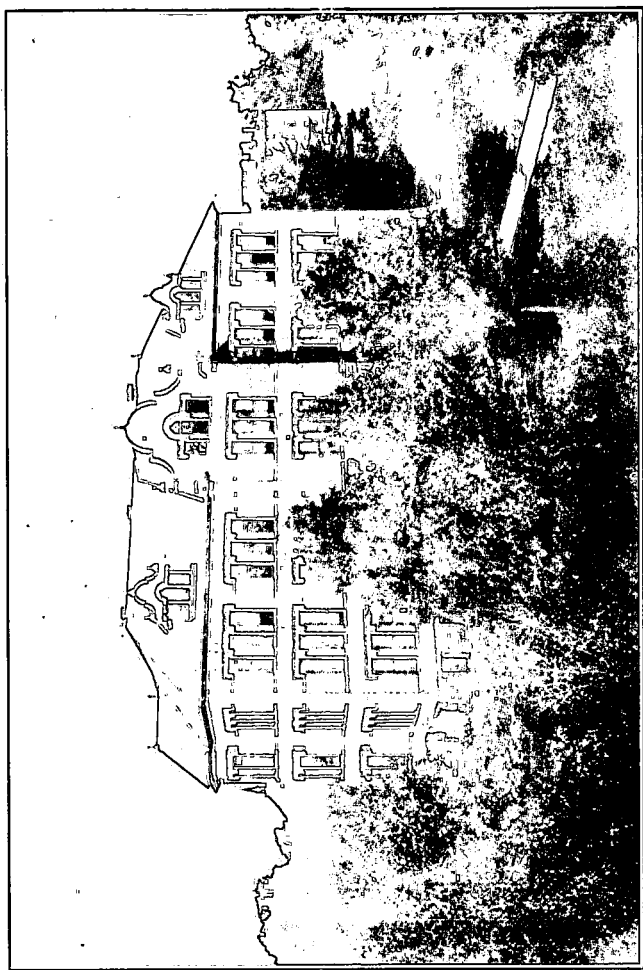
Frank B. Meyer, A. M., Instructor in Greek and Latin, 1908-1909	
Frank N. Patterson, Ph. D., elected Professor of Natural Science, vice Dr. Maclaren.....	1909
Mrs. Winifred H. Durfee, A. M., appointed Dean of Women, vice Mrs. Gilmore, and Instructor in English; Instructor in French, 1910.....	1909
Wynand Wichers, A. B., appointed Instructor in Latin and English; elected Professor of History, vice Prof. Boers, 1913 .....	1909
Edwin A. Brown, Ph. D., appointed Professor of Pedagogy; resigned, 1912 .....	1909
Miss Elma G. Martin, Ph. B., Instructor in English and German .....	1910-1911
Miss Elva N. Forncroock, A. B., Instructor in English and Expression and Physical Training.....	1910-1911
Peter I. Schlosser, Ph. M., Instructor in German.....	1910-1911
Rev. Ame Vennema, D. D., Passaic, N. J., '79; elected President; resigned, 1918; Emeritus, 1919.....	April 26, 1911
James G. Sutphen, Rodman Professor of Latin Language and Literature, 1885-1911; died Dec. 13.....	1911
Wilbur J. Greer, A. M., Instructor in Latin and Greek, 1911-1913	
Katharine S. Moore, A. B., Instructor in English and Public Speaking .....	1911-1914
Lambert Eidson, appointed Instructor in Education, vice Dr. Brown; elected Professor, 1913; resigned, 1914.....	1912
Rev. H. J. Veldman, Instructor in Bible 1912-1914.....	1917
Henry Boers, A. M., Professor of History, 1885-1913; died Jan. 24 .....	1913
William J. Moerdyk, A. B., Instructor in Latin and Greek .....	1913-1916
Miss Jennie Immink, A. B., Instructor in Latin and English .....	1913-1916
Milton J. Hoffman, A. M., appointed Professor of Latin, vice Prof. Beardslee; (resigned, 1917).....	1913
Charles Delano, Ph. D., Instructor in German and French, vice Prof. Brush .....	1913-1914
Randolph Faries, A. B., Instructor in Latin and English .....	1913-1914
John Tillema, A. B., Instructor in Latin and Greek.....	1914-1916
Edward Elias, A. M., appointed Professor of German and French, vice Mr. C. Delano; (resigned, 1916).....	1914
Miss Alta J. Lich, A. B., Instructor in English.....	1914-1915

Rev. George B. McCreary, Ph. D., appointed acting Professor of Bible and Philosophy; Professor, 1915, vice Prof. Kuizenga; (resigned, 1917).....	1914
Frederick G. Waide, Ph. D., appointed Professor of Education, vice Prof. Eidson; (resigned, 1916).....	1914
Miss Mae L. Brusse, A. B., Instructor in German and Latin .....	1914-1920
Arthur H. Heusinkveld, A. B., Instructor in English and German; Assistant Professor of English.....	1918-1919
Miss Elizabeth A. Hunt, A. B., Instructor in English...	1915-1917
J. H. Kleinheksel, Professor of Mathematics, 1885-1916, died, June 11 .....	1916
W. B. Pietenpol, Ph. D., appointed Professor of Physics vice Prof. Yntema; (resigned, 1918).....	1916
J. W. Beath, A. M., appointed Professor of Mathematics, vice Prof. Kleinheksel; (resigned, 1918).....	1916
Carl J. Knock, Ph. D., appointed Professor of Education, vice Prof. Waide; (resigned, 1919).....	1916
Ludwig H. Eyme, appointed Professor of German and French, vice Prof. Elias (resigned, 1919).....	1916
Miss Christine C. Van Raalte, A. B., Instructor in Latin and French .....	1916-1920
Bruno Meinecke, A. M., appointed Professor of Latin, vice Prof. Hoffman .....	1917
John J. De Boer, A. M., Instructor in History, vice Prof. Wichers, on leave of absence.....	1917-1918
Rev. Paul P. Cheff, Instructor in Bible.....	1917-1918
Prof. E. D. Dimnent, A. M., elected President, vice Dr. Vennema .....	1918
Rev. Paul E. Hinkamp, A. M., appointed Professor of Bible and Philosophy; elected Professor, 1921.....	1918
Albert E. Lampen, A. M., appointed Professor of Mathematics, vice Prof. Beath, elected Professor, 1921.....	1918
Rev. J. Vander Meulen, A. M., appointed Professor of Greek (resigned, 1920) .....	1919-1920
Miss Harriet Z. Baker, A. B., Instructor in English...	1919-1920
Egbert Winter, A. M., appointed Professor of Education, vice Prof. Knock .....	1919
William Ten Haken, A. B., Instructor in Mathematics	1919-1921
Miss Martha J. Gibson, A. M., appointed Instructor in English .....	1919
Miss Anne Visscher, A. B., appointed Instructor in English .....	1919

Robert G. Evans, A. M., appointed Instructor of Physics, vice Prof. Pietenpol .....	1919
Helen M. Bell, A. B., appointed Instructor in English and History .....	1920
John L. Schouten, appointed Professor of Physical Edu- cation .....	1920
Rose M. Pope, A. M., Instructor in French.....	1920-1921
Herbert G. Ozanne, A. M., Instructor in Latin.....	1920-1921
Thomas E. Welmers, A. M., B. D., appointed Professor of Greek, vice Prof. Vander Meulen.....	1920
Mrs. Edith Walvoord, appointed Matron.....	1920
Clarence Klies, A. B., appointed Instructor in Mathematics	1921
Clara E. Yntema, A. M., appointed Instructor in Latin.....	1921
Laura Boyd, A. M., appointed Instructor in French and German .....	1921
Merle Piper, A. B., appointed Instructor in English.....	1921
Louise M. Brusse, A. B., appointed Instructor in History....	1921







VAN RAALTE MEMORIAL HALL

# Western Theological Seminary

REFORMED CHURCH *in* AMERICA



*CATALOG*  
*1921 - 1922*

HOLLAND, MICHIGAN



## CALENDAR

## 1921

September 21 .....	Entrance examinations.
September 22 .....	Lectures begin.
November 24-28.....	Thanksgiving Recess.
December 23 .....	Christmas Recess begins.

## 1922

January 10 .....	Lectures begin.
January 26 .....	Day of Prayer for Colleges.
January 28, 31 .....	Winter Examinations.
February 1 .....	Second Semester begins.
March 8 .....	Day of Prayer for Crops.
May 9, 10 .....	Final Examinations.
May 10 .....	Commencement Exercises.
September 20 .....	Entrance examinations.
September 21 .....	Lectures begin.
November 30-December 4 .....	Thanksgiving Recess.
December 20 .....	Christmas Recess begins.

## 1923

January 4 .....	Lectures begin.
January 25 .....	Day of Prayer for Colleges.
January 30-31 .....	First Semester Examinations.
February 1 .....	Second Semester begins.
March 14 .....	Day of Prayer for Crops.
May 8, 9 .....	Final Examinations.
May 9 .....	Commencement Exercises.

## BOARD OF SUPERINTENDENTS

## Ex-Officio

*JAMES F. ZWEMER, D. D. ....	<i>President of the Faculty</i>
PROF. EDW. D. DIMNENT .....	<i>President of Hope College</i>

## From the Synod of New York

*REV. JAMES M. FARRAR, D. D., LL. D., Brooklyn, N. Y. ....	1923
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## From the Synod of Albany

†REV. JAMES S. KITTEL, D. D., Albany, N. Y. ....	1923
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## From the Synod of New Brunswick

REV. I. W. GOWEN, D. D., Weehawken, N. J. ....	1923
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## From the Synod of Chicago

REV. T. W. MUILENBERG, South Holland, Ill. ....	1922
REV. GERRIT TYSSE, Holland, Mich. ....	1923
MR. HERMAN TENINGA, Chicago, Ill. ....	1923
MR. CORNELIUS DOSKER, Grand Rapids, Mich. ....	1924
REV. PETER MOERDYKE, D. D., Holland, Mich. ....	1924

## From the Synod of Iowa

REV. JOHN ENGELSMAN, Orange City, Ia. ....	1922
†REV. B. W. LAMMERS, Maple Lake, Minn. ....	1925
MR. C. WORMHOUDT, Pella, Iowa. ....	1924
MR. P. DE BEER, Stout, Iowa. ....	1923

## From the Classes

Cascades .....	REV. M. DUVEN. ....	
Chicago .....	REV. H. VANDER PLOEG. ....	1926
Dakota .....	REV. JOHN W. BRINK. ....	1922
Germania .....	REV. HENRY HUENEMANN. ....	1922
Grand River .....	REV. ABRAHAM DE YOUNG. ....	1926
Holland .....	REV. BENJAMIN HOFFMAN. ....	1923
Illinois .....	REV. J. P. WINTER. ....	1923

\* Deceased.

† Removed from Synod.

East Sioux .....	REV. GEO. DOUWSTRA.....	1924
West Sioux .....	REV. FRED LUBBERS.....	1924
Michigan .....	REV. A. KARREMAN.....	1924
Pella .....	REV. JOHN WESSELINK.....	1924
Pleasant Prairie .....	REV. JOHN G. THEILKEN.....	1923
Wisconsin .....	REV. G. J. HEKHUIS.....	1924

#### Officers of the Board

REV. A. DE YOUNG .....	President
REV. PETER MOERDYKE .....	Stated Clerk

## THE FACULTY

THE REV. EVERT J. BLEKKINK, D. D.,

*Acting President,*

*Librarian,*

*Professor of Systematic Theology,*

303 COLLEGE AVE.

THE REV. JOHN E. KUIZENGA, D. D.,

*Secretary of the Faculty,*

*Professor of Practical Theology,*

4 EAST FOURTEENTH STREET.

THE REV. HENRY HOSPERS, D. D.,

*In charge of Student Preaching,*

*Professor of Old Testament Languages and Literature,*

26 EAST TWELFTH STREET.

THE REV. SIEBE C. NETTINGA, D. D.,

*Treasurer of the Committee on Finances,*

*Professor of Historical Theology,*

133 WEST ELEVENTH STREET.

THE REV. JACOB VANDER MEULEN, D. D.,

*Professor of New Testament Language and Exegesis,*

29 EAST SIXTEENTH STREET.

*Committee on Examination and Reception of Students*

REV. BENJAMIN HOFFMAN, REV. G. T. TYSSE,  
REV. A. DE YOUNG, REV. A. KARREMAN, REV. PETER MOERDYKE,  
PRESIDENT EDW. DIMNENT AND THE FACULTY

*Trustees of the Seminary*

HON. G. J. DIEKEMA, LL. D., *President.*

REV. S. C. NETTINGA, *Treasurer.*

REV. E. J. BLEKKINK, D. D.

MR. CORNELIUS DOSKER

MR. C. DOSKER

MR. HENRY LANGELAND

MR. JOHN N. TROMPEN

MR. A. MEYER

## STUDENTS

## SENIOR CLASS

Nicolas Cloo .....	Holland
Hope College Special, 1919.	
William Reinhart Everts, A. B. ....	German Valley, Ill.
Central College, 1917.	
Bernard D. Hakken, A. B. ....	Grand Rapids
Hope College, 1920.	
Albert Linnemann, A. B. ....	German Valley, Ill.
Mission House, 1919.	
Bernie Mulder, A. B. ....	Holland
Hope College, 1919.	
John TerBorg, A. B. ....	Muskegon
Hope College, 1919.	

## MIDDLE CLASS

Dames D. Ellerbroek, A. B. ....	Sheldon, Iowa
Central College, 1920.	
Benjamin Laman .....	Holland
Cand. for A. B., Hope, 1922.	
Carl Joachim Schroeder, A. B. ....	Bentheim
Hope College, 1920.	
Adam John Westmaas, A. B. ....	Muskegon
Hope College, 1920.	
Cornelius Richard Wierenga, A. B. ....	Chicago, Ill.
Hope College, 1917.	

## JUNIOR CLASS

Thomas Baker .....	Yakima, Wash.
Hope College Special.	
Dave Bogard, A. B. ....	Pella, Iowa
Central College, 1920.	
Henry Fikse, A. B. ....	Steen, Minn.
Central College, 1921.	

- Francis Peter Ihrman, A. B. ....Holland, Mich.  
Hope College, 1921.
- Harry James Hager, A. B. ....Paterson, N. J.  
Hope College, 1920.
- Ira John Hesselink.....Kalamazoo, Mich.  
Cand. for A. B. Hope College, 1922.
- Enos Edmund Heeren, A. B. ....German Valley, Ill.  
Central College, 1919.
- Bernard Dick Hietbrink, A. B. ....Firth, Neb.  
Hope College, 1921.
- Cornelius Lepeltak, A. B. ....Vesper, Wis.  
Central College, 1919.
- Henry William Pyle, A. B. ....Holland, Mich.  
Hope College, 1921.
- William John Stronks, A. B. ....Alton, Iowa  
Hope College, 1912.

## UNCLASSIFIED

- Eldred Cornelius Kuizenga, A. B. ....Muskegon, Mich.  
Hope College, 1918.  
(Enforced absence one-half year. Graduates Feb., 1922.)
- Egbert Winter, A. M. ....Holland, Mich.  
Hope College, A. B., 1901.  
University of Michigan, A. M., 1916.  
(Part time student.)
- Gerrit H. Maat .....Chicago, Ill.  
Moody Institute, 1916.  
(Entered on trial.)

## CANDIDATES FOR B. D. DEGREE

- Dave Bogard, A. B. ....Pella, Iowa
- Rev. John H. Bruggers, A. B., A. M. ....Holland, Mich.
- Rev. Clarence P. Dame, A. B., A. M. ....Holland, Mich.
- Henry Fikse, A. B. ....Steen, Minn.

Harry James Hager, A. B. ....	Paterson, N. J.
Enos Edmund Heeren, A. B. ....	German Valley, Ill.
Francis Peter Ihrman, A. B. ....	Holland, Mich.
Bernie Mulder, A. B. ....	Holland, Mich.
Cornelius Lepeltak, A. B. ....	Vesper, Wis.
Henry William Pyle, A. B. ....	Holland, Mich.
Carl J. Schroeder, A. B. ....	Bentheim, Mich.
Rev. Martin L. Tate, A. B., A. M. ....	Holland, Mich.
John TerBorg, A. B. ....	Muskegon, Mich.
Rev. James Wayer, A. B., A. M. ....	Holland, Mich.
Cornelius R. Wierenga, A. B. ....	Chicago, Ill.
Adam J. Westmaas, A. B. ....	Muskegon, Mich.

## Summary

Senior Class .....	6
Middle Class .....	5
Junior Class .....	11
Unclassified .....	3
Candidates for B. D. ....	16
Total .....	41
Deduction for double count .....	12
Total attendance .....	29



## COURSE OF STUDY

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### HEBREW—LANGUAGE AND EXEGESIS

#### Junior Class

Course 1. **Elements of Hebrew Grammar** and word formation, based on selected readings from the Pentateuch and the books of Samuel. Four hours a week throughout the year.

#### Middle Class

Course 2. **Hebrew Poetry**, its external form and exegesis. Three hours a week, first semester.

Course 3. **Messianic Prophecy**, the principles of its exegesis and the development of the Messianic idea. Three hours a week, second semester.

Course 4. **The Canon of the Old Testament.**

Course 5. **Lectures on Prophets and Prophecy.**

#### Senior Class

Course 6. **Minor Prophets**, with the text of Joel, Amos, Jonah, and Habakkuk. Three hours a week, first semester.

Course 7. **Lectures on Old Testament Inspiration:** Revelation and Inspiration; Lyric Inspiration; Chokmatic Inspiration; Prophetic Inspiration; Instruments of Inspiration. These lectures will be supplemented by translation of the references in the Old Testament as a basis for advanced Hebrew. Three hours a week, second semester.

**Course 8. Old Testament Introduction.** One hour a week, second semester.

Following courses open for candidates for B. D. degree:

**Course 9.—Shem Jahveh.**

**Course 10.—Chochma and Logos.**

**Course 11.—Isaiah; Introduction and Exegetical.**

The study of advanced Hebrew will supplement these courses.

## **GREEK LANGUAGE AND EXEGESIS**

### **Junior Class**

**Course 1. The Gospel According to Mark;** an introduction to New Testament Greek. Two hours a week first semester.

**Course 2. Introduction to the New Testament.** One hour a week throughout the year.

**Course 3.** Two hours a week second semester.

### **Middle Class**

**Course 4. Epistles of Paul to the Romans and Galatians.** Two hours a week first semester, three hours a week second semester.

**Course 5. A Brief Study of Biblical Hermeneutics,** one hour a week first semester.

### **Senior Class**

**Course 6. The Epistle to the Hebrews.** Its argument for the finality of Christianity. Three hours a week first semester.

**Course 7. The Gospel according to John compared with the Synoptics.** Three hours a week second semester.

Courses open to candidates for the B. D. degree:

Course 8. **Epistles of Paul to Colossians and Ephesians.**

Course 9. **Beginnings of Christianity,** studied from the Acts of the Apostles.

## HISTORICAL THEOLOGY

### Junior Class

Course 1. **Sacred History.** A study of the history of God's revelation to Israel during the Old Testament dispensation, noting particularly the character of the Mosaic dispensation legislation, the several Jewish institutions, the progressive development of the redemptive plan. Text book, lectures, thesis. Two hours a week, first semester.

Course 2. **Intertestamentary History.** A careful study of Jewish history and institutions arising during this period. One hour a week, first semester.

Course 3. **New Testament History.** One hour a week, second semester.

Course 4. **Church History.** The Ancient Period. A careful study, not only of the general progress of events, but also noting carefully the intellectual, moral and religious conditions at the opening of the Christian Era, the growth of the church, the change in its organization, and the formation of the creeds. Textbook, lectures, thesis. Two hours a week, second semester.

### Middle Class

Course 5. **Church History.** The Middle Period, and the first part of the Modern Period, to the peace of Westphalia. Besides studying the general course of events, special emphasis is laid upon the growth, culmination, and decline of the papacy; the various reform movements, the factors entering into the preparation for the Protestant Reformation and the changes brought about by the latter movement. Textbook, lectures, thesis. Three hours a week throughout the year.

### Senior Class

**Course 6. Church History.** The latter part of the Modern Period. A study of the development of the Protestant churches and the great revival movements. Also the intellectual and political upheavals in their relation to the church. A special study is also made of the Reformed church in America. Two hours a week, first semester; three hours a week second semester. Textbook, lectures and thesis.

**Course 7. The History of Missions,** tracing the progress of the gospel through the centuries. One hour a week, first semester. Textbook, lectures.

Following courses open to candidates for B. D. Degree work:

**Course 8.—The Origin, Growth, and Life of the Early Church.**

**Course 9.—Missionary Operations of the Church.**

**Course 10.—Rise, Growth, and Decline of the Papacy.**

**Course 11.—The Doctrinal Controversies of the Early Church.**

**Course 12.—Mysticism, Its Nature, Development and Influence.**

**Course 13.—The Humanistic Movement.**

**Course 14.—Origin, Principles, and Influence of Puritanism.**

**Course 15.—Causes, Progress, and Results of the Reformation.**

### SYSTEMATIC THEOLOGY

#### Junior Class

**Course 1. Encyclopedia and Methodology.**

**Course 2. Authority.** Christ the revealer of the Father. The Scriptures.

**Course 3. The Doctrine of God.** Spirituality. Personality. Attributes. Fatherhood. Trinity. Sovereignty. Decrees.

**Course 4. Creation of the Universe.** The Spiritual Order. World-View.

### **Middle Class**

**Course 5. The Divine Government.** Preservation and Providence.

**Course 6. Creation of Man.** Nature. Image of God. Original State. Fall. Sin. Hope of Redemption.

**Course 7. Person and Work of Christ.** Incarnation. Virgin Birth. Sinlessness. Atonement. Resurrection. Mediator between God and Man.

**Course 8. Person and Work of the Holy Spirit, in Creation and Redemption.**

**Course 9. The Doctrine of Salvation.** Plan of Salvation. Regeneration. Faith, Justification. Sanctification. Perseverance.

**Course 10. The Church.** Nature. Means of Grace.

### **Senior Class**

**Course 11. The Doctrine of Last Things.** Intermediate State. Second Advent of Christ. Resurrection. Judgment. Rewards. Punishments. The Kingdom of Glory.

**Course 12. Christian Ethics.** End, Law, and Realization. Relation to philosophic and non-Christian systems.

**Course 13. Confessional Theology.** Creeds of Christendom.

**Course 14. Review of entire system of Dogmatic Theology.** The time is from three to eight weeks for the several courses according to their importance.

Following Courses open to candidates for the B. D. Degree:

Course 15. The Doctrine of the Trinity.

Course 16. The Atonement.

Course 17. Modernism.

Course 18. Non-Christian Religions.

### **PRACTICAL THEOLOGY**

#### **Junior Class**

Course 1. **Theory and Practice of Preaching.** Outlines and sermons of various types. Inductive study of sermons. Twice a week through the year.

Course 2. **Liturgics.** History of worship; psychology and doctrinal basis; liturgical and non-liturgical service; conduct of public worship; Reformed church liturgy. Two hours a week, first semester.

Course 3. **Pastoral Theology;** nature of the church as an institution; functions of its officers; call; qualifications of the minister; normal type of religious development, its stages; personal work; stated and occasional visiting; the prayer-meeting. Two hours a week, second semester.

#### **Middle Class**

Course 4. **Religious Education;** history, theory, child-study, curriculum, principles of pedagogy; catechetics, Sunday school, the home, young peoples' societies. Two hours throughout the year.

Course 5. **Exegetical preaching,** with exposition of some Pauline epistles. Two hours a week, first semester.

#### **Senior Class**

Course 6. **Church and Community;** elementary sociology of the group; the community and its institu-

tions; the country church and its problems; the problems of the city; Missionary problems. Three hours a week, first semester.

Course 7. **Church Administration**; types of polity, constitution of the Reformed church, government, program, finance, efficiency. Two hours a week, second semester.

Course 8. **Doctrinal Preaching**, with sermons on the Catechism. One hour a week, second semester.

Following courses are open to candidates for B. D. degree:

Course 9. **Psychology of Religion**.

Course 10. **Principles of Sociology**.

Other courses by arrangement.

In addition to the regular courses in preaching, seniors and middles preach before the student body, with the professor of this department and one of the other professors present. Sermons and delivery are subject to criticism of all present.

## THE CALENDAR YEAR

**The Calendar.**—The Seminary opens on the third Wednesday in September, at 1:30 P. M., when the committee meets for the reception of students. It closes on the second Wednesday in May with the Annual Commencement, at which addresses are made by two students and a member of the Board of Superintendents appointed for that purpose.

**Conditions of Entrance.**—Every applicant is required to present a certificate of church membership and one of literary qualifications. Graduates of a college of recognized standing, whose course of study includes a sufficient amount of Greek, Latin, and Philosophy, will be admitted upon presentation of the usual credentials. Applicants are expected to present a letter of Church membership with their testimonials.

Students are accepted from any denomination of Christians.

The requirements of the Constitution in regard to students preparing for the ministry in the Reformed Church are as follows:

“Any member of a Reformed Church who contemplates entering the work of the ministry shall furnish to one of the theological schools satisfactory evidence of his being a member of the Church in full communion and in good standing, and of his piety, abilities, and literary attainments, before he begins his course of theological studies. He shall thereupon be admitted into the school, and during the prosecution of his studies there shall be subject to its rules and regulations. When he shall have completed the prescribed course of theological studies, he shall be admitted to an examination for licensure by the Classis to which the church



belongs of which he was a member when he entered upon his theological studies." Constitution, Sec. 9.

**Attendance.**—It is expected that every student will be present punctually at the daily chapel service, at all the class exercises, and at all other regular appointments of the Seminary.

Any student who finds it necessary to be absent from any Seminary exercise is expected to obtain from the President permission for absence.

**Examinations.**—At the close of the year an oral examination of all the classes is held before the Board of Superintendents on Tuesday and Wednesday of Commencement Week. Special written examinations are held in mid-winter as the work requires. The papers of these written examinations are transmitted for approval to a committee of the Board of Superintendents.

## STUDENT ACTIVITIES

The organization and conduct of the Seminary allows a great deal of opportunity for student activity and initiative. It gives opportunity for leadership, complete development, and pleasant, desirable diversion.

**Religious.**—If one views recent years, he discovers a commendable determination among our students to keep their religious life strong and vital. In addition to regular class and Dormitory prayer-meetings, a weekly prayer-meeting for students and faculty is held. Excellent churches in the city welcome the students to full participation in all their church work. Special classes for students are held in these churches. All these agencies help to keep the religious life of the students healthful and uplifting.

**Social.**—The Dormitory group of students is large enough to make possible real student life and to develop leaders, as may be seen in the management of several successful student enterprises, among them the excellent lecture course. This has been financed by the students themselves and is due to their own initiative. The Faculty gives an annual reception, and the students give another in the Dormitory.

**Athletic.**—Excellent tennis courts, adjacent to the dormitory with its baths, furnish interesting contests and wholesome exercise during the fall and spring. Basketball in the college gymnasium gives winter exercise. In recent years the Seminary has had a good basketball team.

**Scholarship.**—Mr. Peter Semelink of Vriesland, has established a scholarship of \$2,000, the income of which is each year awarded to a student of the Seminary, preference being given to one who is preparing for work on the mission field.

**Mission Work.**—A study of Missions is included in the regular work of the Seminary. The Adelpic Society gives special attention to the subject of Missions, not only by placing Missionary topics upon its program, but by appointing a committee whose duty it is to receive annual contributions from the professors and students. By a vote of the Society, these contributions are divided between the Foreign and Domestic Mission Boards and the Arabian Mission.

**The Adelpic Y. M. C. A.**—A gathering of professors and students is held every Tuesday evening in the Dormitory parlors, and once a month at the home of one of the professors. It stands for social, intellectual, and spiritual development. Devotional exercises occupy the first half hour; essays and general discussions follow, after which a brief time is spent in social enjoyment. This meeting constitutes one of the most attractive features of our Seminary life.

**Student Preaching.**—Members of the Middle and Senior classes have frequent opportunities to preach in our mission churches and where special service is needed. The assignment of students for such purposes is left by the General Synod with the Faculty, who endeavor to afford all the students an opportunity to preach. It will greatly facilitate our effort if the churches needing such supplies will apply directly to the Faculty.

During the summer vacation students may be assigned to mission fields. In this way they are enabled to acquire experience in conducting church work, and to supplement their income.

## BACHELOR OF DIVINITY DEGREE

The degree of Bachelor of Divinity (B. D.) will be granted by the Council of Hope College to students on the recommendation of the Seminary Faculty. The

Faculty will recommend all students for the degree who fulfill the following conditions:

1. The student shall hold the degree of Bachelor of Arts from Hope College, or a college whose standards are equivalent.

2. The student shall have completed three full years in the Western Theological Seminary or a theological seminary whose standards are equivalent. At least the last two years shall have been pursued in the Western Seminary.

3. The applicant shall have maintained thruout each separate semester of his theological study an average standing of at least 85 per cent.

4. The applicant shall have pursued during each year of his theological study special courses requiring one hour of class room work each week. Two years of this work shall be in one department of the Seminary, and the remaining year's work in another.

## PROFESSORATE

The intention of the Reformed Church to establish educational institutions which would provide for her young people in the rapidly growing West, found expression in Hope College, which was incorporated in the year 1866. Seven members of the first graduating class petitioned the General Synod for permission to continue their theological studies at the College. Synod granted the request and arranged for the professors of the College to give the necessary instruction. In 1867 the Rev. Cornelius E. Crispell was formally elected "Professor of Didactic and Polemic Theology at Hope College," and with assistance from the other professors he was directed to give theological instruction in connection with his duties in the College. For a supervising body, Synod divided its Board of Superintendents of the Seminary at New Brunswick, which was composed of one delegate from each Classis throughout the Church, into an Eastern and Western Section, the Western to have charge of theology at Hope College.

Its work was greatly embarrassed by the lack of money, and its relation to the Synod was not according to the traditions of the Church. This condition finally led to a suspension of theology in 1877, the Synod at the same time emphatically assuring the western churches it would gladly restore the school as soon as endowment could be secured.

In 1884, endowment for one professorship having been secured, mainly thru the sacrifice of the western churches, Synod elected the late Rev. Dr. Nicholas M. Steffens as Professor of Didactic and Polemic Theology with the Rev. Peter Moerdyke and the Rev. Henry E. Dosker as temporary Lectors.

Dr. Steffens resigned his position in 1895, and the late Rev. Dr. Egbert Winter was chosen his successor. He resigned in 1904 and the late Rev. Dr. G. H. Dubink was elected his successor, filling the position until his death in July, 1910. The Board of Superintendents requested Dr. Steffens to take charge until the Synod should meet in June, 1911, when he was chosen professor and remained in active service until his death, July 24, 1912.

Since that time the Rev. Dr. Blekkink has occupied the position; for one year on appointment of the Board, and since 1913 by election of General Synod.

In 1888 a second professorship was established for **Biblical Languages and Literature**. The Rev. Dr. John W. Beardslee was elected professor and remained until 1913, when, at his own request, he was declared Emeritus. He continued teaching, however, doing part of the Hebrew work, until 1917. Dr. Henry Hospers was appointed acting professor for 1917-1918, and elected professor of Hebrew, 1918.

In 1894 a third professorship was established for **Historical Theology** and the Rev. Henry E. Dosker was elected professor. He resigned in 1903. The Rev. Dr. Nicholas M. Steffens was elected his successor. He remained until 1911, when he was transferred to the chair of Systematic Theology. The Rev. Dr. Matthew Kolyn was chosen Lector in 1910 and by the General Synod made a permanent professor in 1911. Dr. Kolyn died 1918, and the Rev. S. C. Nettinga was appointed acting professor for 1918-1919. He was elected professor by Synod in June, 1919.

In 1907 a fourth professorship, that of **Practical Theology**, was established and the Rev. James F. Zwemer elected professor. In 1916 he was declared Professor Emeritus, being put in charge of the finances of the seminary, and the Rev. John E. Kuizenga was elected in his place.

In 1913 the fifth professorship was established, and

Synod elected the Rev. John W. Beardslee, Jr., Professor of New Testament Language and Literature. He resigned in 1917. Owing to lack of income the position was not filled until 1920, when the endowment of this chair having been secured, the Rev. Jacob Vander Meulen, D. D., was appointed acting professor for the year 1920-1921, and elected professor in June, 1921.

## BUILDINGS

**The \$6,000 Semelink Family Hall.**—For nearly thirty years the Seminary had no home, but occupied two very unsuitable rooms in a building on the college campus. In 1895, however, God moved the heart of Mr. Peter Semelink of the Vriesland church to erect a fine brick building, now known as the "Semelink Family Hall." It is furnished with modern conveniences, and contains five excellent lecture rooms and a commodious chapel.

**The \$15,000 Beardslee Memorial Library.**—The new Library building is completed and is now in use. Its dimensions are about forty-eight by fifty-four feet. It has a basement well lighted and provided with bookshelves for the storage of a large number of books. The main floor has a wide hall, on one side of which is a large reading room and reference library containing the leading theological encyclopedias and magazines. On the opposite side of the hall is a room designed for research work and committee meetings. These rooms and their furniture are of solid oak. At the rear is the stack-room with shelf-room for about 25,000 volumes and so arranged as to admit of a second story when that is necessary.

Already about 11,500 books are on the shelves, with card catalogues and other facilities for consultation. The students also have free access to the large library of Hope College, and to the public library of the city of Holland.

Valuable donations were received during the year from our Board of Publication and Bible School Work and from the libraries of Dr. J. Bancroft Hill, and the late Dr. W. P. Bruce.



**The \$20,000 Dormitory.**—The common life of the Seminary finds its fullest realization in the new dormitory, a splendid building of brick and stone, standing on the highest part of the campus. Along the first and second stories of both sides of the building extends a broad porch. The spacious entrance hall is fitted with seats. At right and left are two reception rooms, which, with the hall between form an ideal gathering place for the students and their friends. Thruout the building the woodwork is of oak; the floors are of maple. The corridors are roomy, well lighted and ventilated. In the basement there is a large room equipped with gymnastic apparatus; both shower and tub baths are provided.

There are thirty student rooms, four of which are arranged en suite for the joint occupancy of two students. These rooms are large, each with artistic table, study chair and rocker, and bookcase built in the wall. In each room is an alcove, to which both hot and cold water is piped. Each Spring before the close of school the students of the two upper classes, in order of classes, draw for the choice of their next year's rooms. New students are assigned rooms in order of application.

**The \$7,000 Power Plant.**—The physical comfort of the Seminary is much enhanced by the Power Plant, a neat red brick building where steam is generated and piped to all the buildings, and where the electric light and water systems have their center. This provision saves the other buildings much noise and dirt, and greatly diminishes the fire risk.

All these buildings are gifts to General Synod, either by individuals like Mr. Semelink, or Professor John W. Beardslee, D. D., or thru scores of contributions from hundreds of donors, secured by the efforts of Professor James F. Zwemer, D. D.

## OUR ENDOWMENT

From the minutes of the Synod of 1874 we learn that the cornerstone of the foundation of an Endowment for the Seminary had been laid as early as 1874. Two gifts of \$100 each had been received by the Board of Education for the Endowment of the Professorship of Didactic and Polemic Theology. The names of the donors deserve mention. They were the Rev. T. S. Dusenberry of Livingston, N. Y., and the Rev. E. Vedder of Jerusalem, N. Y., pastors of small churches, evidently with great faith in the growth of the Western School of Theology.

This \$200 endowment fund had grown in 1875, through the personal efforts of Prof. Dr. Crispell, to \$2,039.97 collected from several churches in New York, the subscriptions ranging from fifteen cents to one hundred dollars.

During the year 1875-1876, the endowment had increased to \$3,688.52, and the Synod of 1876 authorized Dr. Crispell to select associates to assist him in soliciting funds for the endowment of his professorship.

When in 1877 the General Synod "directed the Council of Hope College, in view of the present embarrassed condition of the finances of the College, to suspend the Theological Department," the whole amount of the endowment held by the Board of Directors for the Professorship of Didactic and Polemic Theology was, including interest on hand, \$4,957.09.

In 1883, when the Synod provided for the resumption of theological instruction upon certain conditions, the total of the endowment, with accrued interest, secured before the suspension of theological instruction, amounted to \$6,563.19. It awaited completion; and not in vain.

During that year, under direction of the Council of Hope College, a committee, composed of Revs. N. M. Steffens, H. E. Dosker, P. Lepeltak and J. F. Zwemer, raised in the western churches some \$24,000, which completed the \$30,000 endowment of the Chair of Didactic and Polemic Theology.

In 1899 the Board of Superintendents asked "the General Synod to appoint the Rev. Jas. F. Zwemer its Agent to secure additional endowment to increase the endowment of the Seminary to \$100,000. Thirty thousand dollars for each one of the three Chairs, and ten thousand dollars for the maintenance of Semelink Family Hall and for incidental expenses." This appointment was made, and in the following year, 1900, Mr. Zwemer accepted the position as General Synod's Agent for the Western Theological Seminary.

In 1907 the \$100,000 endowment for the Western Theological Seminary was completed, endowing three Chairs each in the sum of \$30,000 and securing an additional endowment of \$10,000 for the "Property Fund," and the support of a Fourth Professor was secured from the Salary Fund.

During the year 1919-1920 each of the three \$30,000 endowments was increased by \$10,000.

This year also, encouraged by the initial gift of \$5,000 by our Emeritus Professor, Dr. John W. Beardslee, Sr., the endowment of \$40,000 was secured for the fifth Chair.

The income of our limited endowments does not begin to meet the Salary Budget needed by the Seminary for the support of its professors. But this deficit is annually met by the income of a Salary Fund or Syndicate, which is a fund raised by free will offerings of churches for the purpose of providing supplementary income for the Seminary.

This income has been growing apace. During the past year it was equal to the interest at five per cent

on an endowment of \$110,000, invested in the affections of its constituency. The revenue of this fund grows as the number of churches increases served by the graduates of the Seminary.

## THE RECORD OF OUR CHAIRS

*The First: that of Didactic and Polemic Theology, established 1867:*

Rev. Cornelius E. Crispell, D. D., 1867-1877.

It was suspended for seven years, and re-established in 1884. Known since 1907 as the A. bertus C. Van Raalte Chair.

Rev. Nicholas M. Steffens, D. D., 1884-1895.

Rev. Egbert Winter, D. D., 1895-1904.

Rev. Gerrit H. Dubbink, D. D., 1904-1910.

Rev. Nicholas M. Steffens, D. D., 1910-1912.

Rev. Evert J. Blekkink, D. D., 1912-

*The Second: that of Biblical Languages and Literature, known since 1907 as the Cornelius Van der Meulen Chair:*

Rev. John W. Beardslee, D. D., LL. D., 1888-1913.

Set apart to Old Testament Languages in 1913.

Rev. John W. Beardslee, D. D., LL. D., 1913-1917.

Rev. Henry Hospers, D. D., 1917-

*The Third Chair: that of Historical Theology, known since 1907 as the James A. H. Cornell Chair.*

Rev. Henry E. Dosker, D. D., 1894-1903.

Rev. Nicholas M. Steffens, D. D., 1903-1910.

Rev. Matthew Kolyn, D. D., 1910-1918.

Rev. S. C. Nettinga, D. D., 1918-

*The Fourth Chair: that of Practical Theology:*

Rev. James F. Zwemer, D. D., 1907-1916.

Rev. John E. Kuizenga, D. D., 1915-

*The Fifth Chair: that of New Testament Language and Exegesis:*

Rev. John W. Beardslee, Ph. D., D. D., 1913-1917.

Rev. Jacob Vander Meulen, D. D., acting professor, 1920, professor 1921.

## FORM OF BEQUEST

I give unto the General Synod of the Reformed Church in America.....Dollars for the maintenance and support of the Theological Seminary of said church, located at Holland, Michigan.

Or

I give unto the General Synod of the Reformed Church in America.....Dollars for the establishment of a Professorship in the Theological Seminary of said Church, located at Holland, Michigan, to be named:

.....

Or

I give unto the General Synod of the Reformed Church in America.....Dollars to the fund for the purchase of books for the Library of the Western Theological Seminary, located at Holland, Michigan.







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